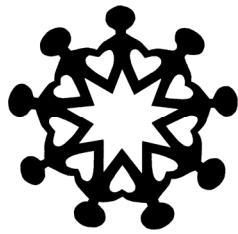


# *A Life of Service*



*Level Two*



# TO UNDERSTAND THE PURPOSE OF LIVING

## A LIFE OF SERVICE

### THE POWER OF ACTION

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
GRATITUDE, TRUSTWORTHINESS, PERSEVERANCE**

Yea, certain persons shall in this divine dispensation produce heavenly children and such children shall promulgate the teachings of the beauty of Abhá and serve His great Cause. Through a heavenly power and spiritual confirmation they shall be enabled to promote the word of God and to diffuse the fragrances of God. These children are neither Oriental nor Occidental, neither Asiatic nor American, neither European nor African, but they are of the Kingdom; their native home is heaven and their resort is the Kingdom of Abhá. This is but truth and there is naught after truth save superstitions (or fancy).

*‘Abdu’l-Bahá, Tablets of ‘Abdu’l-Bahá, vol. 3, pp. 647–48*

Some men and women glory in their exalted thoughts, but if these thoughts never reach the plane of action they remain useless: the power of thought is dependent on its manifestation in deeds.

*‘Abdu’l-Bahá, Paris Talks, p. 18*

## Learning Objectives and Suggested Activities



### KNOWLEDGE OBJECTIVE

- To know from the Bahá'í writings that one's actions should accompany one's words

#### SUGGESTED LEARNING ACTIVITIES

- Memorize a passage of the Bahá'í writings stating that one's actions should accompany one's words.
- Put to music a passage of the Bahá'í writings stating that one's actions should accompany one's words.
- Identify a Hidden Word that states the one's actions should accompany one's words.
- Find an excerpt from the writings of 'Abdu'l-Bahá that states the one's actions should accompany one's words.
- Decorate and frame the memorized passage from the Bahá'í writings.



### WISDOM OBJECTIVE

- To understand that the power of one's thoughts and words can only be manifested through action

#### SUGGESTED LEARNING ACTIVITIES

- Read passages from the Bahá'í writings on the power of one's thoughts and explore the meaning of the passage.
- Make a collage of positive actions that can result from the power of one's thoughts.
- Select a passage from the Bahá'í writings and create artwork demonstrating one's understanding of this passage.
- Write a poem inspired by one the passages from the Bahá'í writings that illustrates the power of one's thoughts and words when translated into action.
- Discuss the spiritual significance of the power of one's thoughts and words when transformed into action.



## SPIRITUAL PERCEPTION OBJECTIVE

- To perceive that one's full understanding of the principles and teachings of the Faith can only be accomplished through one's acts of service

### SUGGESTED LEARNING ACTIVITIES

- Learn stories about individuals who have dedicated their lives to service and discuss how we might learn from their example.
- Meditate on the examples of the Central Figures of the Bahá'í Faith and how Their acts of service demonstrated the principles and teaching of the Bahá'í Faith.
- Develop an action plan about how one might demonstrate the understanding of the Bahá'í principles and teaching through service.
- Select a younger child in the community to befriend as an act of joyful service.
- Record daily acts of service in a journal and identify ways to expand on this service to humanity.



## ELOQUENT SPEECH OBJECTIVE

- To be able to retell stories of one's own and others' acts of service

### SUGGESTED LEARNING ACTIVITIES

- Share inspiring stories of service from Bahá'í history and from one's own life at a community event such as the Nineteen Day Feast.
- Share stories of service with younger children in the community.
- Write and illustrate a short story about service to share at a community event.
- Develop and perform a dramatic presentation about service.
- Plan ways to show appreciation to one's family and community for their acts of service.

## TOPIC: THE POWER OF ACTION

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### Sample Activities

#### ACTIVITY 1: KNOWLEDGE, VOLITION, AND ACTION

**KNOWLEDGE OBJECTIVE:** To know from the Bahá'í writings that one's actions should accompany one's words

**WISDOM OBJECTIVE:** To understand that the power of one's thoughts and words can only be manifested through action

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of play; Use of drama; Use of consultation

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

**Materials Needed:**

- Chart paper and markers
- Index cards or small pieces of paper
- Examples of simple machines such as: lever, wedge, pulley, nutcracker, can opener, egg beater, etc.

1. Welcome students. Consider reading the following short quotation as part of your opening devotions:

How joyful it is to see such a meeting as this. . . .  
We are all united in one Divine purpose, no material motive is ours, and our dearest wish is to spread the Love of God throughout the world!

*'Abdu'l-Bahá, Paris Talks, p. 99*

2. Invite students to introduce themselves and share one hope for the class: What is their dearest wish for our time together? Listen carefully. Record student comments on chart paper. Consider adding your own hope and then read again the above quotation. Briefly discuss: Do we feel that we can do all these things while we're together? Encourage the class to agree on some general guidelines so that the class creates an environment in which all can achieve their dearest wish.
3. Provide students with an index card or small piece of paper. Invite them to write their favorite color, song, food, and game on the card and then give the cards to you. Shuffle the cards. Give a different card to each student.
4. Invite them to find the person whose card they have and learn one additional thing about that person. They will then introduce that person to the group. Note that students may introduce one person and be introduced by a different person. Warmly welcome all new and returning students to the class!
5. Remind students that spreading the love of God is one of our purposes in this class. Explain that just as we have purposes, so do things. Show several examples of simple machines. Invite students to handle the simple machines. Briefly discuss: What is the purpose of these machines? How do they achieve their purpose?
6. Organize the class into two groups. Each group will make a machine using their bodies as the parts. While this machine may not exist in the "real" world, it must have a purpose that students can accomplish, such as lifting a paper, moving a chair, closing a door, etc. Provide a few minutes for teams to experiment with sounds and movements and to identify their purpose. With this information in mind, students will be able to improvise their machine. Then invite students in one group to line up, and one by one move to the front of the room to initiate their movement and their sound.

7. The first student starts the machine. The second student connects to the first student and adds to the sound and motion. The third student continues the process, and so on, until all students in that group are part of the machine and the machine accomplishes its purpose. Invite students in the other group to guess the purpose of the machine. Then invite students in the second group to assemble their machine one student at a time, and fulfill their purpose, while the first group guesses the purpose. If your class is tiny, all students may be in the same group with teachers forming the second group. Applaud all!
8. Briefly discuss: How did our machines fulfill their purpose? How did they demonstrate the principle of unity in diversity? Why was it important for each person to contribute to the whole? How can we learn from our machines to better fulfill our own purpose as individuals and as a class? Acknowledge all.
9. Continue the discussion: What would have happened if some of these machine parts decided to only think about their actions but not actually do them?
10. Read aloud the following quotation:

The attainment of any object is conditioned upon knowledge, volition and action. Unless these three conditions are forthcoming, there is no execution or accomplishment.

*‘Abdu’l-Bahá, The Promulgation of Universal Peace, p. 157*

Briefly discuss: Explain that “volition” is another word for willpower, or the power of choice, or making decisions. Can we think of other sentences that use the word “volition”? Read the quotation again, then discuss: In our machines, what did we have to know to fulfill our purpose? What did we have to decide to fulfill our purpose? What did we have to do?

11. Remind students that one of our purposes in the class is to spread love or friendship with all people. Read aloud twice the words of ‘Abdu’l-Bahá:

Do not be content with showing friendship in words alone, let your heart burn with loving kindness for all who may cross your path. . . . When you meet a . . . stranger, speak to him as to a friend. . . .

What profit is there in agreeing that universal friendship is good, and talking of the solidarity of the human race as a grand ideal? Unless these thoughts are translated into the world of action, they are useless. . . .

If actions took the place of words, the world’s misery would very soon be changed into comfort.

*‘Abdu’l-Bahá, Paris Talks, p. 15*

Briefly discuss: What does ‘Abdu’l-Bahá want us to know? What does he want us to decide? What does he want us to do? Why is it important to do these things?

12. Organize students into small teams. Provide each team with one of the following sets of questions. Encourage them to discuss these questions in light of ‘Abdu’l-Bahá’s advice.
  - When we want to make a new friend, what do we have to know? What do we have to decide? What do we have to do?
  - When we want to invite a person to come with us to Bahá’í class, what do we have to know? What do we have to decide? What do we have to do?
  - When we want to make a new person feel welcome at Bahá’í class, what do we have to know? What do we have to decide? What do we have to do?
  - When we want to keep a friend, what do we have to know? What do we have to decide? What do we have to do?

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13. After teams have had a few minutes to discuss their questions, invite each team to prepare a brief role-play that shows their answers to the questions.
14. After teams have had a short time to prepare, invite them to present their role-plays for the whole group. Applaud all! If your class is very small, you may choose to repeat Steps 12–14 so that the class has the opportunity to respond to all these questions.
15. In the whole group, briefly discuss: If we want to help the world’s misery to change into comfort, what are some practical ways to do it? Encourage students to select one special action to spread this friendship this week, perhaps by inviting a friend to join this class.
16. After each person has a particular action in mind to spread the love of God through friendship, encourage them to make a firm decision to carry out their chosen action this week. Suggest that they think of a particular time and place to take this action. Explain that they’ll have the opportunity to share the results of their actions at the beginning of the next class.
17. Conclude the activity with favorite prayers.

### **ACTIVITY 2: TWO KINDS OF THOUGHTS**

**SPIRITUAL PERCEPTION OBJECTIVE:** To perceive that one’s full understanding of the principles and teachings of Bahá’u’lláh can only be accomplished through service

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá’í sacred writings; Use of stories; Use of consultation; Use of reflection; Use of movement

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Chart paper and markers

**Advance Preparation:**

Post 4 sheets of chart paper around the room. Label each sheet with one of the following headings: Family, Bahá’í Community, Our Town or Neighborhood, School.

1. Welcome new and returning students. Open the class with favorite prayers and invite them to share highlights of the week, including the results of actions specifically taken to spread the love of God or the spirit of friendship with all people. Acknowledge all.
2. Invite students to look around for some object in the classroom or on the table, such as a pencil. Invite students to pick up the object. Acknowledge all. Then invite them to “try” to pick up the object.
3. Read aloud the following words of ‘Abdu’l-Bahá:  
Briefly discuss: What is the difference between doing something and trying to do something? How can this little exercise remind us about the power of knowledge, volition, and action?  
The reality of man is his thought, not his material body. The thought force and the animal force are partners. Although man is part of the animal creation, he possesses a power of thought superior to all other created beings.



If a man's thought is constantly aspiring towards heavenly subjects then does he become saintly; if on the other hand his thought does not soar, but is directed downwards to center itself upon the things of this world, he grows more and more material until he arrives at a state little better than that of a mere animal.

'Abdu'l-Bahá, *Paris Talks*, pp. 17–18

Briefly discuss: What are some examples of heavenly thoughts? What are some examples of thoughts that focus on the material world? Is it wrong to think about things like food or rest? Why is it important to also think about heavenly things?

4. Then read aloud the next part of that same talk given by 'Abdu'l-Bahá:

Thoughts may be divided into two classes:

(1st) Thought that belongs to the world of thought alone.

(2nd) Thought that expresses itself in action.

Some men and women glory in their exalted thoughts, but if these thoughts never reach the plane of action they remain useless. . . . The Spiritual Teacher is the first to follow His own teaching. . . .

'Abdu'l-Bahá, *Paris Talks*, p. 18

Briefly discuss: How can our volition or willpower help us translate heavenly thoughts into actions?

5. Explain that 'Abdu'l-Bahá gives us many examples of service and action. Read aloud or retell in your own words the stories about 'Abdu'l-Bahá on Resource Page 24. Discuss the questions provided on that Resource Page.
6. After reading both stories, briefly discuss: What are some examples of 'Abdu'l-Bahá's service? Invite students to briefly retell any stories they may recall. Then add the following story told by Lady Blomfield when the Master was staying in her house in London:

A workman who had left his bag of tools in the hall was welcomed with smiling kindness by 'Abdu'l-Bahá. With a look of sadness the man said: I don't know much about religious things, as I have no time for anything but my work."

"That is well. Very well. A day's work done in the spirit of service is in itself an act of worship. Such work is a prayer unto God."

The man's face cleared from its shadow of doubt and hesitation and he went out from the Master's presence happy. . . .<sup>1</sup>

7. Invite students to explore service by using their powers of thought and action. Invite them to find a place in the classroom where they can stand and move their arms and legs without touching other students. Provide the following instructions in a relaxed calm voice, moving through this set of actions within about 5 minutes.

- Encourage students to close their eyes and think about 'Abdu'l-Bahá or other people that they know who serve humanity, and to nod when they have a particular example of active service in mind.
- Invite them to open their eyes a quarter of the way so that they see where they're moving, and move in a way that shows the spirit of that service. Encourage them to continue this movement while you read again:

If a man's thought is constantly aspiring towards heavenly subjects then does he become saintly. . . . The Spiritual Teacher is the first to follow His own teaching. . . .

- Then encourage students to imagine being the recipient of service. How would it feel to be one of the people served by 'Abdu'l-Bahá? When they have that image clearly in mind invite them to change their movement so that it reflects the bounty of receiving service.

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<sup>1</sup> Lady Blomfield, *The Chosen Highway*, p. 152

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- Then invite students to open their eyes and team with another person. Encourage them to take turns using their bodies to show giving and receiving service. After a few moments, invite students to return to their original places.
- Briefly discuss: How does this little demonstration help us appreciate the power of our thoughts and our actions?

8. Explain that there are many people who strive to translate their heavenly thoughts into action. As we all serve each other, the world's misery changes to comfort, little by little, day by day. Invite volunteers to record notes about service on the posted chart paper as the class discusses the following questions:

- What are some examples of service in our families? Who serves? What do they do?

If desired, offer prompts such as: Who cooks? Does the dishes? Carries out the trash? Feeds pets? Cleans the house? Earns money? Cares for young children? Runs errands? Makes their beds?

- What are some examples of service at our schools? Who serves? What do they do?

If desired, offer prompts such as: Who teaches? Who cleans? Who answers the phone? Who cooks? Who keeps everyone safe?

- What are some examples of service in our Bahá'í community? Who serves? What do they do?

If desired, offer prompts such as: Who hosts devotional meetings? Who cooks for potlucks? Who cleans up after potlucks? Who teaches Bahá'í class or facilitates study circles? Who runs errands? Who visits people when they are sick?

- What are some other examples of service in our town or in our neighborhood? Who serves? What do they do?

If desired, offer prompts such as: Who shovels sidewalks or mows grass? Who visits the neighbors? Who organizes games? Who always has a friendly smile? Who tends a garden that makes the neighborhood beautiful? What about librarians? Firefighters? Others?

9. Read aloud the following quotation:

It is incumbent upon every one of us to encourage each other. . . .

‘Abdu’l-Bahá, quoted in *Bahíyyih Khlánum*, p. 163

Briefly discuss: How did ‘Abdu’l-Bahá encourage the workman in the story we heard? What are some ways that we also can encourage each other? How can we show our appreciation for all these people serving in our families, school, and community? How can our appreciation help make the world a better place?

10. Encourage students to pay careful attention to the people around them and find ways to notice and acknowledge the service they see in others. Invite students also to select an act of service—however small—to carry out each day between now and the next class. Encourage them to close their eyes and use the power of their thought to imagine themselves carrying out these actions faithfully each day. Suggest that they nod when they have that picture firmly in mind.
11. After allowing time for students to imagine themselves carrying out their acts of service, invite volunteers to conclude the class with favorite prayers.

ACTIVITY 3: CHILDREN OF THE KINGDOM

**KNOWLEDGE OBJECTIVE:** To know from the Bahá'í writings that one's actions should accompany one's words

**SPIRITUAL PERCEPTION OBJECTIVE:** To perceive that one's full understanding of the principles and teachings of Bahá'u'lláh can only be accomplished through one's acts of service

**ELOQUENT SPEECH OBJECTIVE:** To be able to retell stories of one's own and others' acts of service

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of art; Use of consultation; Use of reflection

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Copies of Resource Page 25
- Art paper or plain white paper
- Water in small dishes
- Watercolor paints and brushes
- Leaves or flowers from a local plant, if desired
- Colored paper

**Advance Preparation:**

If it is not possible to use watercolor paints, find another medium for this activity.

1. Welcome students. Invite them to think again about the beautiful spirit of service of 'Abdu'l-Bahá. Encourage them to share their observations of service in others. Invite them also to share the results of their own acts of service. Acknowledge all.
2. Explain that 'Abdu'l-Bahá encouraged people by writing letters. In 1919 or 1920 He wrote a letter to a Bahá'í children's class in Illinois. Provide students with copies of this letter on Resource Page 25. Working together in the whole group, read aloud this letter twice. Then discuss: Why do we think that the photographs of the children brought joy to 'Abdu'l-Bahá? What is 'Abdu'l-Bahá's hope for children? What are some ways that we see ourselves advancing from day to day? Acknowledge all.
3. Invite students to create "portraits" of themselves, reflecting the spiritual qualities that 'Abdu'l-Bahá sees in us, such as: children of the Kingdom; light of the love of God; peerless shrubs in the Divine Rose-garden; adorned with full foliage and fruits. Consider playing quiet background music while students work.

Provide students with paper, brushes, water, and watercolors. Encourage them to:

- Wet their brushes and paint clear water all over their paper.
- Think about the colors they want to use: yellow and orange may represent light; greens and yellows may represent shrubs; pinks and reds may represent flowers or fruits; children can be all colors.
- Paint big patches of color on the wet paper. Let the colors spread and blend, but don't use so many different colors that the paint looks muddy.
- If desired, leave some puddles of bright paint and gently pat leaves or flowers into the paint. After the paint is dry, these leaves or flowers may be removed to show leaf or flower prints in the paint.
- Set the paintings aside to dry until the next class. At that time, consider mounting paintings on colored paper.

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4. In the whole group, read again the letter to the children of the kingdom. Encourage students to underline a phrase that they feel they can translate into action in the coming week.
5. Encourage students to share their underlined phrase with the person beside them. Encourage these pairs to discuss together how they can transform these phrases into action. Invite the pairs to share their ideas in the whole group.
6. Then encourage students to individually write on the back of their letter:
  - Their reflections on their acts of service during the past week.
  - Their plans for service in the coming week: What do they know about their past efforts? Based on this knowledge, what do they choose for the coming week? When, where, and with whom will they translate their knowledge and volition into action?
7. Encourage students to take their letter home as a reminder to persevere in their action plan.
8. Invite students to conclude the class with favorite prayers and the next activity, if desired.

### **ACTIVITY 4: THESE HEAVENLY CHILDREN**

**WISDOM OBJECTIVE:** To understand that the power of one’s thoughts and words can only be manifested through action

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá’í sacred writings; Use of music

SUGGESTED TIME FOR ACTIVITY: 15 MIN.

**Materials Needed:**

- Copies of Resource Page 26, the Core Curriculum CD *Songs for Core Curriculum Lessons*, or access to the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).

**Advance Preparation:**

Learn the melody “These Heavenly Children” from the Core Curriculum CD, the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org), or from Resource Page 26.

1. Read aloud the following quotation:

Yea, certain persons shall in this divine dispensation produce heavenly children and such children shall promulgate the teachings of the beauty of Abhá and serve His great Cause. Through a heavenly power and spiritual confirmation they shall be enabled to promote the word of God and to diffuse the fragrances of God. These children are neither Oriental nor Occidental, neither Asiatic nor American, neither European nor African, but they are of the Kingdom; their native home is heaven and their resort is the Kingdom of Abhá. This is but truth and there is naught after truth save superstitions (or fancy).
2. Briefly discuss the question: What do we think it means to be heavenly children? How can our actions promote the word of God and diffuse the fragrances of God? Why must we translate these beautiful thoughts into action?
2. Teach the melody “These Heavenly Children,” one phrase at a time, using the methods taught in Teacher Development Workshop Eight, or a method of your choosing.
3. Encourage students to sing this song every day as a reminder of their true reality as heavenly children.
4. Consider singing the song and teaching it to others at upcoming community gatherings.

‘Abdu’l-Bahá, *Tablets of ‘Abdu’l-Bahá*, vol. 3, pp. 647–48

ACTIVITY 5: HEARTS UNITED

**ELOQUENT SPEECH OBJECTIVE:** To be able to retell stories of one’s own and others’ acts of service

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá’í sacred writings; Use of crafts; Involve service

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

**Materials Needed:**

- Scissors
- Copies of Resource Page 27 for the class
- Construction paper, if desired
- Spiritual Quality Self Portraits from Activity 3, if available
- Pencils and fine-tip black markers

**Advance Preparation:**

Consider making a woven heart as a sample, described below.

Display the following quotation in the classroom:

Say, O My people! Show honor to your parents and pay homage to them. This will cause blessings to descend upon you from the clouds of the bounty of your Lord, the Exalted, the Great.

Bahá’u’lláh, *The Compilation of Compilations*, vol. 1, p. 386

1. Welcome students. Consider including the following quotations as part of your opening devotions:

Today illumined and spiritual children are gathered in this meeting. They are the children of the Kingdom. The Kingdom of heaven is for such souls as these, for they are near to God. They have pure hearts. They have spiritual faces. The effect of the divine teachings is manifest in the perfect purity of their hearts.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, pp. 52–53

2. Invite students to turn to the person beside them. In these pairs invite students to share their reflections on their own power of action. Encourage them to discuss: What success did we experience translating our beautiful thoughts into action?
3. Then in the whole group, briefly discuss: What are we learning about the power of volition or willpower as we strive to fulfill our goals? What have we noticed about the acts of service of other people in our own families, at school, and in our communities?

4. Explain that all the religions of God assign sacred duties to parents and to children. Our parents bring us into the world, love us, care for us, educate us, and provide everything we need on behalf of our All-Loving Creator. Even when parents aren’t perfect, we know that God has provided them for us. And He can also provide other people in our lives that act as our spiritual parents. ‘Abdu’l-Bahá said:

You are all my children, my spiritual children. Spiritual children are dearer than physical children, for it is possible for physical children to turn away from the Spirit of God, but you are spiritual children and, therefore, you are most beloved. I wish for you progress in every degree of development.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 92

5. Encourage students to think carefully about their own parents or people that are like spiritual parents to them. Encourage them to think of specific acts of service that their parents or spiritual parents have done for them. Then depending on the makeup of your class, encourage them to share in pairs or in the whole group the actions that show their parents’ or spiritual parents’ loving service.

**TOPIC: THE POWER OF ACTION**

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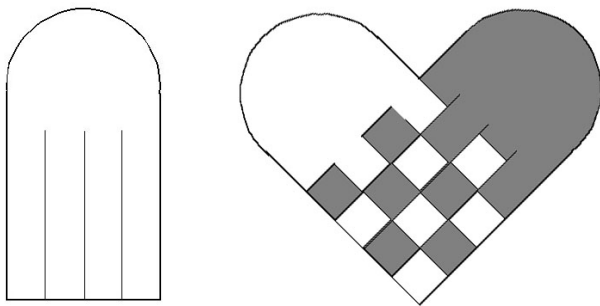
6. Read aloud the following quotation:

Say, O My people! Show honor to your parents and pay homage to them. This will cause blessings to descend upon you from the clouds of the bounty of your Lord, the Exalted, the Great.

Bahá'u'lláh, *The Compilation of Compilations*, vol. 1, p. 386

Briefly discuss: Why do we think that Bahá'u'lláh asks us to show honor to our parents and pay homage to them? What are some ways that we can do this? What do we imagine the words of Bahá'u'lláh might mean when He says that the blessings of God descend on us when we show honor to our parents?

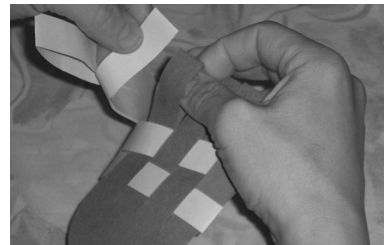
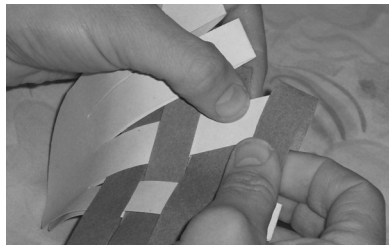
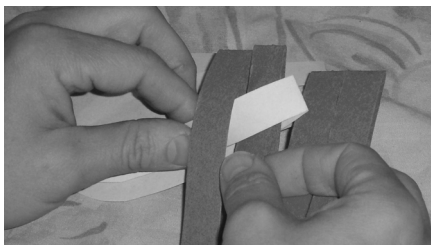
7. Invite students to prepare a traditional Danish woven heart as a gift to honor their parents. Students may also choose to create these gifts for individuals who feel like spiritual parents. These hearts may represent the intertwined hearts within a family and will hold messages of appreciation that students write to their parents.



8. Distribute copies of Resource Page 27. Students may make this page into a heart or use it as a template to make paper hearts out of colored paper. Show the class a completed heart and give the following instructions:

- Cut out the 2 long ovals.
- Fold each half-heart along the dotted line.
- Cut along the 3 lines in each half from the fold toward the rounded end.
- Keeping both halves folded, begin to weave them together.
- Starting at an edge, interweave one strip of each color.
- Be sure to thread each strip through the loop of the other each time.
- Work the woven row to the rounded end of one half.
- Interweave the next 3 pairs in the same fashion.
- When the weaving is complete, open your heart pocket at the top
- Adjust the weave to be even, if necessary.

As students complete their woven hearts, provide students with plain paper. Encourage them to write notes of appreciation to their parents or spiritual parents, perhaps including all or part of the posted quotation. If desired, they may mention at least one specific act that they appreciate from their parents. Consider playing quiet background music as students work. Circulate among students to provide encouragement and respond to questions as needed. Encourage students to fold their completed messages and tuck them into the woven hearts for delivery.



9. When students complete their work, invite those who wish to show their hearts to other members of the class. Encourage students to think about how they'll present these gifts of love to their parents: Will they do it immediately after class or some other time? What will they say when they offer these gifts?
10. If students created a Spiritual Quality Self Portraits in Activity 3, invite them to remove the leaves or flowers to leave leaf-prints or flower-prints on the paper.

If desired, students may lightly draw pencil outlines suggestive of some of the nature shapes in their watercolor painting. These would not be detailed drawings but suggestive lines. If desired, they may then trace these pencil lines with fine-tip markers.

Encourage them to mount these portraits on colored construction paper and then display them in their bedrooms or another place where they will see them. Suggest that these self-portraits can remind us of the light of the love of God that shines from our faces and 'Abdu'l-Bahá's encouragement for us to advance from day to day. Encourage students to continue striving day by day to translate all their beautiful thoughts into actions during the coming week.

11. Conclude the class with favorite prayers.

**Resource Pages**

**Activity 2: Two Kinds of Thought**

After reading the first story, briefly discuss: What did Táhírih tell Vahíd? Can we imagine ourselves sitting on Táhírih's lap as a young child and hearing those words? What important words do we remember hearing as young children?

Before continuing with the second story, briefly discuss: What is the meaning of the word "executive"? What might an executive committee do?

**Táhírih and Vahíd**

'Abdu'l-Bahá tells the story of a great heroine of the Bahá'í Faith named Táhírih. She was very brave and did many wonderful things. She was a brilliant poet and a great scholar, and spent time in the house of Bahá'u'lláh in the city of Tíhrán. In that time and place, many people thought it was wrong for women to be in the same room with men, so she often sat behind a curtain when she spoke with men. Still many men wanted to hear her speak. One day a very great man named Siyyid Yahyá, called Vahíd, came to visit. Táhírih listened to him from behind her veil. 'Abdu'l-Bahá says, "I was then a child, and was sitting on her lap."

While 'Abdu'l-Bahá was sitting on Táhírih's lap, Vahíd spoke about the Báb. Suddenly Táhírih interrupted him and said in a loud voice: "O Yahyá! Let deeds, not words, testify to thy faith, if thou art a man of true learning. Cease idly repeating the traditions of the past, for the day of service, of steadfast action, is come. Now is the time to show forth the true signs of God, to rend asunder the veils of idle fancy, to promote the Word of God, and to sacrifice ourselves in His path. Let deeds, not words, be our adorning!"

Vahíd understood that Táhírih was speaking the truth. He listened and he understood. He rose up and began a life of ceaseless action. Both Vahíd and Táhírih achieved great, great deeds in the path of God.

*Adapted from 'Abdu'l-Bahá, Memorials of the Faithful, p. 200*

**'Abdu'l-Bahá and the Executive Committee**

'Abdu'l-Bahá had been asked to be present [at a meeting of the executive committee of the New York Spiritual Assembly in 1912]. After listening to their deliberations for a half-hour or so, He calmly arose to leave.

At the door He paused a moment and surveyed the faces turned towards Him. After a moment of silence He said that He had been told that this was a meeting of the executive committee. "Yes, Master," said the Chairman.

Then why do you not execute?

Always was His emphasis upon deeds. . . . And He set the example. There was no doubt of that. Like the true Leader He never called upon His followers to go where He had not blazed the Path.

*Howard Colby Ives, Portals to Freedom, pp. 200–01*

**Activity 3: Children of the Kingdom**



March 1920

O ye children of the Kingdom:

Your letters with your photographs have been received. From the perusal of the letters the utmost heartfelt emotions were experienced and at the sight of the portraits a spiritual joy and gladness was felt. Praise be to God the letters were indicative of the turning of the faces toward the Kingdom and from those faces it was evident that the light of the love of God is manifest and resplendent upon the brows.

I pray to God that in this school on Sundays ye may acquire heavenly knowledge, ye may secure a training of merciful characteristics and that ye may advance from day to day so that each of you may become a peerless shrub in the Divine Rose-garden and may be adorned with full foliage, and fruits.

‘Abdu’l-Bahá, from a Tablet to the children of the Bahá’í school, Urbana, Illinois,  
*The Compilation of Compilations*, vol. 1, p. 291

Activity 4: These Heavenly Children

# These Heavenly Children

Words: 'Abdu'l-Bahá, *Tablets of 'Abdu'l-Bahá*, vol. 3, p. 646  
and the International Teaching Center  
Music: Ernestine Atkins

The musical score is written for a single voice part in 3/4 time. It consists of seven staves of music, each with a key signature of one flat (B-flat) and a common time signature of 3/4. The melody is simple and repetitive, with a consistent rhythm of quarter notes and eighth notes. The lyrics are written below the notes, with some words underlined. Chord symbols are placed above the staff lines to indicate the accompaniment. The score ends with a double bar line and a repeat sign.

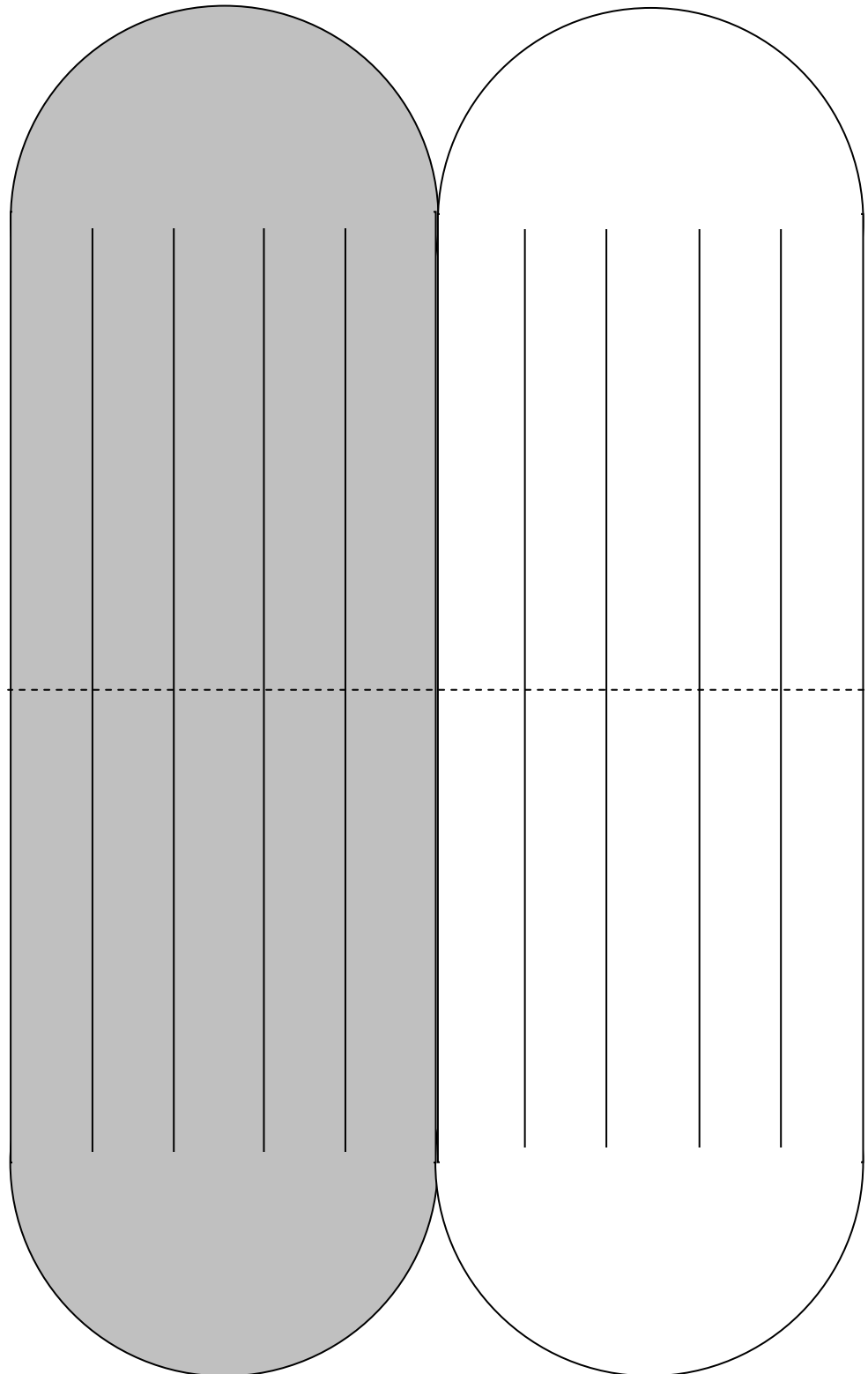
Voice

May all hu-man - i - ty wel - come with o - pen arms the  
5 chil dren of the king dom, the chil dren of the king - dom. May all hu man - i - ty  
11 wel - come with o pen arms the chil dren of the king - dom. These  
17 child - ren are nei ther O - ri - en - tal nor Oc - ci - den - tal, nei ther A - si - a - tic nor A - mer - i - can, nei ther  
22 Eu - ro - pe - an nor Af - ri - can, but they are of the King - dom. These hea - ven - ly chil -  
28 dren These hea - ven - ly chil - dren shall prom ul - gate the teach - ings of the  
35 Beau ty of 'Ab - há and serve His great Cause. These hea - ven - ly chil - dren.

Chord symbols: C, Dm7, F, G7, Dm, G, F, G7, C, Dm7, F, G7, C, F, G7, C, G7, C, F, G7, C.

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Activity 5: Hearts United



## TOPIC: THE POWER OF ACTION

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### LIST OF ADDITIONAL RESOURCES

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#### Books, Stories, and Articles:

*Brilliant Star* magazine:

- “A Hero’s Jail,” Sep/Oct 1991
- “Zaynab, Spiritual Warrior!” Sp Ed 1998
- “The Pure One and the Greatest Holy Leaf,” Mar/Apr 1999
- “Deeds, Not Words,” Jan/Feb 2002
- “Shining Lamps,” Mar/Apr 1999
- “Shining Lamps,” Jul/Aug 1999
- “Shooting Star: Vajih Thomas,” Nov/Dec 2001
- “Corinne Knight True,” Nov/Dec 2001

- “Dorothy Beecher Baker,” Mar/Apr 2002
- “Jack McCants,” Jul/Aug 2002
- “Nathan Rutstein,” Sep/Oct 2002
- “Enoch Olinga,” Jul/Aug 2003
- “In the Neighborhood,” Jul/Aug 2003
- “Alí-Akbar Furútan,” Mar/Apr 2004
- “Sarah Farmer,” Jul/Aug 2005
- “Pioneers for Peace,” Sep/Oct 2005
- “Badí’: Pride of the martyrs,” Jan/Feb 2007

Philip Hoose, *It’s Our World, Too!*

Zoe Meyer, *Children’s Stories from the Dawn-Breakers*

Nathan Rutstein, *He Loved and Served: The Story of Curtis Kelsey*

Juliet Thompson, *The Diary of Juliet Thompson*

#### Worksheets and Coloring Pages:

*Brilliant Star* magazine:

- “Hidden Helpers,” May/Jun 1991
- “Hidden Picture: World of Service,” Jan/Feb 2000
- “Work is Worship,” Jul/Aug 2001

#### Activities:

*Brilliant Star* magazine:

- “The Spirit of Service,” Jul/Aug 2002

#### Music:

*Brilliant Star* magazine:

- “It’s Up to Me!” Sp Ed 1998
- “Marching to the Kingdom,” Sep/Oct 2000

*Fire and Steel*, “Leaf Bright Leaf,” “Badí’,” “Father I Won’t Be Home Tonight”

*For the Martyrs*, “Táhirih”

*Healthy Planet, Healthy People*, “Building Bridges”

*Lift Up Your Voices and Sing*, vol. 1, “Soldiers in God’s Army”

*Sing O Carmel*, “Seven Martyrs of Tirhan,” “For Táhirih,” “The Purest Branch”

*The Journey*, “Mullá Husayn,” “Jináb-i-Muníb”

*To The Glory of God*, “We Are Building the Kingdom of God”

#### Drama:

*Brilliant Star* magazine:

- “Spirit Upon Spirit,” Sp Ed 1998

#### Other Favorite Resources:

If you find any additional resources, please notify the Office of Education and Schools at the Bahá’í National Center, email [SCHOOLS@usbnc.org](mailto:SCHOOLS@usbnc.org), or submit your findings to the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).

# TO DEVELOP ONE'S SPIRITUAL CAPACITY

## SPIRITUAL HABITS

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
REVERENCE, PATIENCE, PERSEVERANCE**

Teach unto your children the words that have been sent down from God, that they may recite them in the sweetest of tones. This standeth revealed in a mighty Book.

Bahá'u'lláh, in *Bahá'í Education*, p. 6, no. 23

He [the child] should develop spiritual characteristics and the praiseworthy virtues of humankind. This is the primary consideration. If a person be unlettered, and yet clothed with Divine excellence, and alive in the breaths of Spirit, that individual will contribute to the welfare of society, and his inability to read and write will do him no harm. And if a person be versed in the arts and every branch of knowledge, and not live a religious life, and not take on the characteristics of God, and not be directed by a pure intent, and be engrossed in the life of the flesh—then he is harm personified, and nothing will come of all his learning and intellectual accomplishments but scandal and torment.

‘Abdu’l-Bahá, in *Bahá'í Education*, p. 32, no. 73

## Learning Objectives and Suggested Activities

### KNOWLEDGE OBJECTIVES

- To know some of the Bahá’í writings on spiritual habits such as daily prayers and reading of the Bahá’í writings, and striving daily to develop one’s character
- To become familiar with the Bahá’í writings on the importance of establishing habits of moderation and balance in one’s daily life

#### SUGGESTED LEARNING ACTIVITIES

- Identify the Bahá’í writings that explain the spiritual habits of praying and reading the writings daily, and striving to develop spiritual qualities.
- Memorize passages from the Bahá’í writings on the importance of praying and reading the writings daily and of striving daily to develop one’s spiritual qualities.
- Select a passage from the Bahá’í writings on the importance of moderation and balance in one’s life. Beautifully write out and decorate this passage.

### WISDOM OBJECTIVES

- To appreciate the importance of prayer and the power of divine assistance
- To understand that developing spiritual habits protects us from developing harmful habits
- To understand the importance and value of living a life of moderation and balance

#### SUGGESTED LEARNING ACTIVITIES

- Use a science experiment to demonstrate how spiritual habits can protect us from developing harmful habits.
- Consult together about the importance and value of living a life of moderation and balance.
- Create a presentation illustrating the importance of developing moderation and balance in life.
- Make a 3-dimensional object that demonstrates moderation and balance.
- Develop a list of harmful habits and then identify spiritual habits that can protect us from these harmful habits.



## SPIRITUAL PERCEPTION OBJECTIVES

- To bring oneself to account on one's goals to develop spiritual habits
- To reflect on ways of maintaining moderation and balance in one's words and actions

### SUGGESTED LEARNING ACTIVITIES

- Invite students to select a spiritual habit that they want to develop and make a plan to develop that spiritual habit.
- Read stories about individuals who have mastered spiritual habits and identify the actions that would help us to develop these same habits.
- Encourage students to develop an action plan that would assist them in maintaining moderation and balance in their words and actions.
- Encourage students to develop a systematic plan to call themselves to account each day.



## ELOQUENT SPEECH OBJECTIVES

- To create a clear plan for developing spiritual habits
- To demonstrate one's progress in carrying out spiritual habits
- To be able to share passages from the Bahá'í writings on the importance of moderation and balance
- To demonstrate signs of moderation and balance in one's words and actions

### SUGGESTED LEARNING ACTIVITIES

- Share with others the science experiment that demonstrates moderation and balance and discuss how it relates to one's words and actions.
- Share passages from the Bahá'í writings on the importance of moderation and balance by conducting a community fireside.
- Invite students to select a spiritual habit, develop a plan for developing the spiritual habit, and regularly measure progress toward this goal.

## TOPIC: SPIRITUAL HABITS

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### Sample Activities

#### ACTIVITY 1: WHY PRAY?

**KNOWLEDGE OBJECTIVE:** To know some of the Bahá’í writings on spiritual habits such as daily prayers and reading of the Bahá’í writings, and striving daily to develop one’s character

**WISDOM OBJECTIVE:** To appreciate the importance of prayer and the power of divine assistance

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Education directed towards God; Direct use of the Bahá’í sacred writings; Engage the mind and heart; Use of reflection; Use of consultation

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

#### Materials Needed:

- 6–9 large sticky notes (or small pieces of note paper and tape) for each student
- 3 pieces of chart paper
- Pencils or pens
- A different colored fine-tip marker or colored pencil for each student
- Notebook paper
- Lively background music
- 2 strips of paper for each student
- Basket, hat, or other container
- Identical inexpensive prayer book with table of contents for each student

#### Advance Preparation:

Post around the room 3 pieces of chart paper, each with one of the following headings:

- What I Know
- What I Think I Know
- What I Want to Know

Prepare pieces of notebook paper with one of the questions “Why Do I Pray?” and “Why Do I Meditate” at the top of each paper. Write your own very simple short response to each question under the question.

1. Welcome students. Invite them to share favorite prayers and pause after each prayer so that their hearts may be able to perceive a response to the prayer. Consider including the following quotations in your opening devotions:  

Gather ye together with the utmost joy and fellowship and recite the verses revealed by the merciful Lord. By so doing the doors to true knowledge will be opened to your inner beings, and ye will then feel your souls endowed with steadfastness and your hearts filled with radiant joy.

*Bahá’u’lláh, The Compilation of Compilations, vol. 1, p. 188*
2. Invite students to share the results of their service since the last class: Have particular quotations touched their hearts? Do they have examples of service to younger children? Observations of the goods deeds of others? Acknowledge all.
3. Explain that the next few classes will focus on the development of spiritual habits, including the importance of prayer, meditation, and reading the Bahá’í holy writings. Invite the class to begin by identifying what we know, what we think we know, and what we want to know about prayer and meditation.

The state of prayer is the best of conditions, for man is then associating with God. Prayer verily bestoweth life. . . .

*‘Abdu’l-Bahá, Selections from the Writings of ‘Abdu’l-Bahá, p. 201*



4. Provide students with 6–9 large sticky notes or small pieces of paper and tape. Pose the question: What do you know about prayer and meditation? Encourage them to write on these notes only the things that they are sure they know. Provide adequate time for students to think and write. Invite them to place their notes on to the chart paper labeled “What I Know.”
5. Next invite students to reflect on the question: What do you think you know about prayer and meditation? Encourage them to write things about prayer and meditations that they think they might know. Provide time to think, write, and place their notes on the “What I Think I Know” chart.
6. Finally invite students to reflect on the question: What do you want to know about prayer and meditation? Encourage students to think about the question, write anything that they want to know about prayer and medication, and place their notes on the “What I Want to Know” chart.
7. Invite students to walk around the room and read all the responses to these questions. Explain that these charts will be adjusted as we learn more. Invite students to take responsibility for the charts and adjust the position of the notes at the end of each class.
8. Explain that the class will launch its exploration of these topics by learning from each other about when and why we pray and meditate on the Word of God. If you have students that say they don't pray or meditate, invite them to think of reasons why a person might pray and meditate.
9. Provide each student with a different colored marker. Explain that you will be passing around 2 sheets of paper, one labeled “Why Do I Pray?” and the other labeled “Why Do I Meditate?” Invite students to think of their own answers to these questions, read the answers already on the page, and then add their own answer to the page.

The papers will come around more than once, so they should write only one answer each time the sheet comes around. If their answer has already been recorded, they do not need to write it again. Play background music while students pass these papers and write their responses.
10. Collect these papers after they have circulated 2–3 times around the group. Then provide each student with 2 small strips of paper. Invite students to write one reason they pray (or one occasion in which they pray) on each strip of paper. Encourage them to fold these papers and place them in a basket or other container.
11. Organize the class into groups of 3 or 4 students or work in the whole group if your class is very small.
12. Provide a prayer book for each student. Invite students to open their prayer books to the table of contents and to take turns reading aloud the table of contents. Explain that the table of contents can help us find the prayers we want or need to say.
13. Invite each student to take one slip of paper from the container used in Step 10. Encourage students to read their slip of paper that tells when or why a person in this class prays and then to find a prayer revealed by Bahá'u'lláh that responds to that situation.
14. After each member of the small group finds an appropriate prayer, encourage students to share it with their group by reading aloud the first 3 lines of that prayer. Encourage students to pause after each of these short readings to ponder or think deeply about the meaning of the words of the prayer—this prayerful reflection is the meditation that allows the words to sink into our hearts and help us receive the gifts of meaning or divine assistance carried by the prayer. Then encourage them to write the page number and first 2–3 words of that prayer on the slip of paper.

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## GOAL: TO DEVELOP ONE’S SPIRITUAL CAPACITY

# TOPIC: SPIRITUAL HABITS

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15. As time permits, invite students to take another slip of paper, find an appropriate prayer revealed by ‘Abdu’l-Bahá, read the first 3 lines of that prayer in their small group, pause for reflection, and write the page number and first 2–3 words of that prayer on the slip of paper.
16. Gather students in the whole group. Invite students to respectfully return the paper to the person who wrote it. Then invite students to share one thing that they learned about prayer during this activity. Briefly discuss: How do we need to adjust our charts? Place check marks by the items that have been addressed in this activity and save these papers for reference in future activities.
17. Explain that these beautiful prayers are a gift from the Manifestations of God and the beloved Master. They are very, very powerful. The prayers that we’ve selected for each other are a gift. The prayer books are also a gift. Encourage students to use this gift of prayer each morning and evening, and other times as well. Explain that we will continue our study of spiritual habits in the next class.
18. Invite those who wish to read aloud all or part of their “gift prayers” for closing devotions, remembering to pause for reflection between prayers.

## ACTIVITY 2: I LOVED THY CREATION

**SPIRITUAL PERCEPTION OBJECTIVE:** To reflect on one’s own goals to develop spiritual habits

**ELOQUENT SPEECH OBJECTIVE:** To create a plan for development spiritual habits

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá’í sacred writings; Use of consultation; Use of arts; Use of reflection

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

### Materials Needed:

- Chart paper and markers
- Selection of prayer books, Hidden Words, and other Holy Books for reference
- Copies of Resource Pages 44 and 46 for each student
- Several Copies of Resource Page 45 for each student
- Colored pencils or fine-tip markers
- Scissors
- Glue
- 2 10"-long dowels, chop sticks, or straight sticks for each student
- Cord or ribbon
- Charts from Activity 1: What I Know; What I Think I Know; What I Want to Know

### Advance Preparation:

Display the following quotation in the classroom:

O Son of Man!

I loved thy creation, hence I created thee. Wherefore, do thou love Me, that I may name thy name and fill thy soul with the spirit of life.

Bahá’u’lláh, *The Hidden Words*, Arabic no. 4

Create a sample My Spiritual Action Plan scroll, as described below.

1. Welcome students. Invite them to share their reflections on prayer and meditation since the last class: What new insights have we gained? Have we found ourselves reflecting on the meaning of the words as we read or recite our prayers? What has changed in us? What are some other highlights of the week? Acknowledge all.

2. Invite students to reflect silently or to meditate for a few minutes on all the things they've ever made at home, at school, and in other activities: What is your favorite thing? How did you make it? What did you do with it? And what happened after that? What is it that makes it your favorite? After students have a "favorite thing they made" in mind, encourage students to share their stories with the person beside them. After all students have shared, invite them to share the name of their favorite thing in the whole group. Acknowledge all.

3. Read aloud the following quotation twice:

O Son of Man!

I loved thy creation, hence I created thee.  
Wherefore, do thou love Me, that I may name thy name and fill thy soul with the spirit of life.

*Bahá'u'lláh, The Hidden Words, Arabic no. 4*

In the whole group, discuss: Do we know why God created us? What are some of the ways that God shows His love for us? How can we show our love for God?

Acknowledge all responses.

4. Read aloud the following verses:

Peruse ye every day the verses revealed by God. Blessed is the man who reciteth them and reflecteth upon them. He truly is of them with whom it shall be well.

*Bahá'u'lláh, The Compilation of Compilations, vol. 1, p. 188*

O maid-servant of God! Chant the Words of God and, pondering over their meaning, transform them into actions!

*'Abdu'l-Bahá, Tablets of 'Abdu'l-Bahá, vol. 1, p. 85*

Briefly discuss: What is it that we are asked to do each day? How can we organize our time so that we read, chant, or recite from the Holy Books each day? What helps us remember to do this? When is a good time for reading the Holy Words of God? Why is it good to also memorize prayers and writings?

5. Explain that Bahá'u'lláh gives us a perfect method for developing spiritual habits. In the Hidden Words, we read:

O Son of Being!

Bring thyself to account each day ere thou art summoned to a reckoning; for death, unheralded, shall come upon thee and thou shalt be called to give account for thy deeds.

*Bahá'u'lláh, The Hidden Words, Arabic no. 31*

Briefly discuss: How can calling ourselves to account each day help us develop spiritual habits?

6. Explain that the class will work together to create some sample plans and then students will have the opportunity to create their own plan.

- Copy the following headings onto chart paper, from left to right:
  - Day
  - Prayers and Readings
  - Pondering Their Meaning
  - Transforming Words into Action
- Write the days of a full week in the left-hand column. Explain that one secret for success is to consider ways our schedules might shift from day to day.
- Encourage students to work with the person beside them to identify at least one prayer and one reading (or memorized quotation) that they might use each morning and evening; when and where they might read and ponder the meaning of these words; and some action ideas inspired by these prayers and readings. Encourage students to refer to the selection of prayer books and other books, as desired. Circulate as students work

## GOAL: TO DEVELOP ONE’S SPIRITUAL CAPACITY

# TOPIC: SPIRITUAL HABITS

to answer questions and provide encouragement as needed.

- Invite teams to share their ideas in the whole group. As teams report, record notes for each team on the row for one of the days listed in the far left column.
- After all teams have reported, briefly discuss: How could we use our scrolls to call ourselves to account each day? If desired, suggest that students could sketch a star, flower, check mark, or other symbol to acknowledge progress.
- Briefly discuss: If for some reason we don’t fulfill one part of our plan, what should we do next? Listen to students. Affirm that we progress little by little, day by day. Just as in sports, music, or other activities, we grow stronger through perseverance. Share the following anecdote:

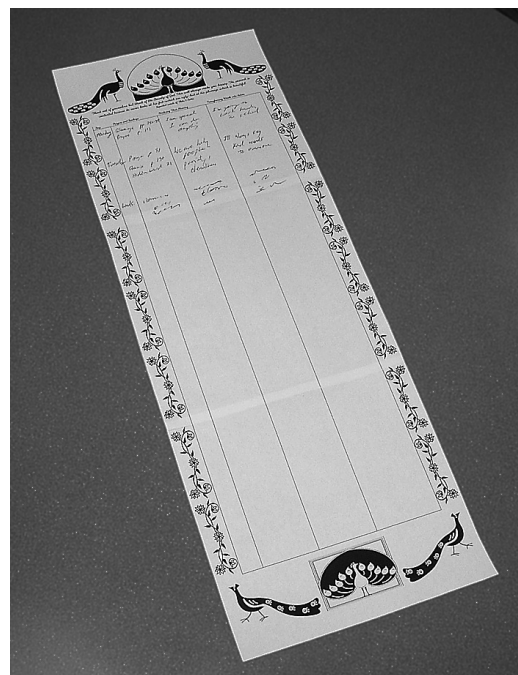
When some early pilgrims told ‘Abdu’l-Bahá that they felt unhappy whenever they remembered of their faults, He told them: “Think not of yourselves but think of the Bounty of God. This will always make you happy.” ‘Abdu’l-Bahá then smilingly referred to the peacock: “He is contented because he never looks at his feet—which are very ugly—but always at his plumage which is very beautiful.”<sup>1</sup>

Briefly discuss: Why must we learn to call ourselves to account, acknowledge honestly the results, and keep moving forward?

7. Show students the sample scroll and explain that we can use a scroll like this to set goals for ourselves and track our progress. Provide students with copies of Resource Pages 44, 46, and several copies of Resource Page 45. Invite them to work individually to write their own Spiritual Action Plan for the first week—beginning today—and then to make their plans as beautiful as possible. Circulate as students begin their work to answer questions and provide encouragement as needed. After

students have made good progress, read aloud the story on Resource Page 47 while they complete decorations for their scrolls, glue the pages together, fasten the pages onto the dowels, and add a ribbon tie. This ribbon may be used to hang the scroll.

8. As students complete their work, invite them to share elements of their first week’s plan if they like. Acknowledge all. Suggest that students hang their scrolls where they will see them as a reminder to call themselves to account and persevere in their plans. Briefly discuss: Would we like to create a buddy system so that we encourage each other face to face, by phone, or by email? Would we also like to invite a family member to help us remember?
9. Refer to the charts created in the previous activity: What I Know; What I Think I Know; What I Want to Know. Invite students to check items as appropriate. Affirm that this chart provides a way for us to call ourselves to account as a class!
10. Explain that students will have the opportunity to share their reflections on their personal plans at the beginning of the next class. Conclude the activity with favorite songs and prayers.



<sup>1</sup> Helen Goodall and Ella Cooper, *Daily Lessons Received at Aca*, pp. 73–74

**ACTIVITY 3: THE WORD OF GOD IN OUR HEARTS**

**KNOWLEDGE OBJECTIVE:** To know some of the Bahá'í writings on spiritual habits such as daily prayers and reading of the Bahá'í writings, and striving daily to develop one's character

**ELOQUENT SPEECH OBJECTIVE:** To demonstrate progress in carrying out spiritual habits

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Establishing a loving environment; Direct use of Bahá'í sacred writings; Engage the mind and heart; Use of music; Use of memorization; Use of consultation; Use of reflection

SUGGESTED TIME FOR ACTIVITY: 50 MIN.

**Materials Needed:**

- Charts from Activity 1: What I Know; What I Think I Know; What I Want to Know
- Copies of Resource Page 48
- Large whiteboard, dry erase pen, and eraser; OR chalkboard, chalk, and eraser; OR chart paper, markers, and sticky notes or small pieces of paper and tape
- Paper and pencils with good erasers for students

**Advance Preparation:**

Write the following Hidden Word on the whiteboard, chalkboard, or chart paper, leaving some space between the lines of text:

O Son of My Handmaid!

Guidance hath ever been given by words, and now it is given by deeds. Every one must show forth deeds that are pure and holy, for words are the property of all alike, whereas such deeds as these belong only to Our loved ones. Strive then with heart and soul to distinguish yourselves by your deeds. In this wise We counsel you in this holy and resplendent tablet.

*Bahá'u'lláh, The Hidden Words, Persian no. 76*

Learn the melody "Amame" from Resource Page 49, the Core Curriculum website [www.core-curriculum.org](http://www.core-curriculum.org), or from Leonora Dely's CD *Amame: Palabras Ocultas de Bahá'u'lláh* to be able to teach it to the class. This melody is from the Hidden Words in Spanish, Arabic no. 5.

1. Welcome students. Invite those who wish to recite or sing memorized prayers as part of opening devotions.
2. Invite students to share their reflections on their Spiritual Action Plans: What worked? What victories can we celebrate? What challenges did we encounter? What difference does it make to consciously call ourselves to account and mark the times we successfully fulfill our goals? What difference does it make to ponder the Words of God? What difference does it make to strive to translate these words into action? What might be our next step? Listen carefully to student responses, invite them to brainstorm solutions to any difficulties they encountered, celebrate progress, and lovingly encourage students to persevere in this process.
3. Refer to the charts created in Activity 1: What I Know; What I Think I Know; What I Want to Know. What new insights have we gained through this process of setting goals, working toward them, and now planning our next steps? Invite students to adjust the charts as appropriate.
4. Provide copies of Resource Page 48. Invite volunteers to read this quotation aloud in the whole group. Discuss the meaning of any new words; then invite volunteers to read it a second time. Then discuss: What are Bahá'u'lláh's beautiful promises in this quotation? What does He ask us to do?

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5. Explain that the class will have the opportunity to memorize two Hidden Words that can help us achieve success in our Spiritual Action Plans. Explain that the class will use a different method to memorize each quotation. The first quotation will be memorized by using pictures that stand for some of the words, or a “rebus.”
6. Refer to the posted Hidden Word. Read it aloud. Then invite each student to read it aloud in turn.
7. Provide students with paper and pencils with erasers. Encourage them to copy the Hidden Word onto their paper, leaving space between the lines. Remind students that we will use pictures to help us memorize this Hidden Word.
8. When all students have copied the Hidden Word onto their paper, discuss in the whole group: Which words in this Hidden Word could be represented by pictures?
9. Working together with one word at a time, agree on a picture to replace the word. Then all students and teachers erase the word from their paper and replace it with the picture. Continue this process until the class agrees that no more words can be replaced with pictures.
10. Next, read the Hidden Word aloud in unison at least 4 times or until students feel confident that they can erase one pictured word. Erase that picture.
11. Read the Hidden Word again in unison at least 2 times before erasing another pictured word. Continue with this process until all words have been erased.
12. Then practice the memorized Hidden Word with blank paper at least 2–3 times. Celebrate the victory! Briefly discuss: How can this Hidden Word help us persevere in our Spiritual Action Plans?
13. Explain that the second Hidden Word will also help us with our plans. Read aloud twice the following Hidden Word in English:  

**O Son of Being!**  
  
Love Me, that I may love thee. If thou lovest Me not, My love can in no wise reach thee.  
Know this, O servant.

*Bahá’u’lláh, *The Hidden Words*, Arabic no. 5*

Briefly discuss: What does this Hidden Word tell us to do? Why?
14. Then teach this Hidden Word in Spanish (Resource Page 49) using the methods taught in Teacher Development Workshop 8 or by simple repetition.
15. Play quiet background music as you invite students to reflect on their Spiritual Action Plan for the coming week. Provide paper and invite students to write their plans for the coming week: Will they adjust their plan to take into account their newly memorized Hidden Words? Will they adjust it based on their experience over the past week? Would they welcome additional collaboration from fellow students or family members? Provide time for students to think and write and then encourage them to transfer their notes to their scrolls at home.
16. Conclude the activity with favorite prayers, remembering to pause for reflection between each prayer.

ACTIVITY 4: CREATING AN ENVIRONMENT FOR PRAYER AND MEDITATION

**SPIRITUAL PERCEPTION OBJECTIVE:** To bring oneself to account on one's goals to develop spiritual habits

**ELOQUENT SPEECH OBJECTIVE:** To demonstrate one's progress in carrying out spiritual habits

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Establishing a loving environment; Direct use of Bahá'í sacred writings; Engage the mind and heart; Use of music; Use of creativity; Use of consultation; Use of reflection

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

**Materials Needed:**

- Prayer books and other Holy Books
  - Varied materials to enhance the environment, such as:
    - Copies of the Greatest Name
    - Photographs of 'Abdu'l-Bahá, Bahá'í Shrines, the Arc and Terraces, etc.
    - Prayer beads
    - Flowers, plants, branches, twigs, interesting rocks, shells, or other items from nature
    - Vases, pots, baskets, or bowls
    - Pieces of pretty fabric, rugs, mats, or scarves
    - Wooden blocks
    - Fragrance
    - Sweets
  - Recorded singing of the Word of God or background music, if desired
  - Copy of Resource Page 50 for each group in Step 4; or pictures cut from magazines that show individuals or groups of people from different parts of the world praying or meditating indoors or outdoors
  - Copies of Resource Page 51
1. Welcome students. Invite them to sing or recited memorized prayers and Hidden Words and to read favorite prayers as part of opening devotions, remembering to pause between prayers.
  2. Invite students to share their victories and challenges as they continued working with their Spiritual Action Plans: What examples can we share of collaborating with others to achieve our goals? Who has noticed the power of divine assistance? Who has noticed new insights while pondering the meaning of these Words of God? Acknowledge all.
  3. Refer to the charts created in Activity 1: What I Know; What I Think I Know; What I Want to Know. Invite students to adjust the charts as appropriate. Plan a way to find answers to questions that remain.
  4. Organize the class into small groups. Provide each group with a copy of Resource Page 50 or pictures of people from different parts of the world praying or meditating, indoors or outdoors. Encourage them to discuss among themselves what type of environment would be appropriate for prayer and meditation. Encourage them also to share their memories of times and places where the environment has been especially conducive to prayer or meditation.
  5. Then the whole group, briefly discuss: What are some ways the environment can help us focus on prayer and meditation? Is it always the same or are there different ways to cultivate the spirit of reverent prayer and focused meditation? What do we understand about cleanliness, order, and beauty? How can our senses of sight, hearing, smell, touch, or taste help us cultivate a feeling of reverence? Record student comments on chart paper.

CONTINUED ON NEXT PAGE ➤

6. Invite students to return to their small groups. Encourage each team to work in a corner of the classroom to create an environment conducive to prayer and meditation, using 4 of the items available. Demonstrate the types of items available and invite teams to consult, select their items, arrange the environment, and choose 1–2 prayers, readings, or songs to share with the group. Explain that after 20 minutes, the class will circulate to experience a brief devotional experience in each corner. Circulate while teams work to provide encouragement and assistance as needed.
7. After teams have completed their preparations, gather in the whole group and move from one corner to the next as teams share their prayers, songs, or readings in the environment they’ve prepared.
8. After completing this rotation, invite teams to share their thinking about their choice of prayers, readings, songs, and arrangement of the environment. Briefly discuss: How did these different environments stir our hearts and help us focus our prayers and reflections?
9. Then encourage students to think about their own homes: What are some ways to create a special place for prayer and meditation in our bedrooms, a corner of the living room, by a sunny window in the attic, a clump of bushes, or any other place? What would we need to do to make that space conducive to prayer? With whom would we need to consult? Who could help?
10. Provide copies of Resource Page 51. Play background music while students write out their plans. Encourage them also to record their notes for updating their Spiritual Action Plan scrolls created in Activity 2. Remind students that they will have the opportunity to share the results of their actions at the beginning of the next class. Also encourage students to consider these same ideas when they participate in local devotional gatherings.
11. Conclude the activity with prayers and group singing of “Amame” or other favorite songs. Remember to research answers to any unanswered questions identified in Activity 1.



## ACTIVITY 5: THE BALANCE

**WISDOM OBJECTIVE:** To understand the importance and value of living a life of moderation and balance

**SPIRITUAL PERCEPTION OBJECTIVE:** To reflect on ways to maintain moderation and balance in one's words and actions

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Engage the mind and heart; Use of science; Use of consultation; Use of reflection

SUGGESTED TIME FOR ACTIVITY: 30 MIN.

### Materials Needed:

- Chart paper and markers
- Cardboard tube, 1 section for each team
- Scissors
- Rulers, 1 for each team
- Coins or other small flat objects, 1 set for each team
- Flat box with a lid, such as a shirt box or cereal box
- Paper
- Small heavy weight (rock or other object)
- Background music

### Advance Preparation:

Cut the cardboard tube into lengths about 4–6" long. Cut each length in half to make semi-circular cardboard tubes. Practice resting the ruler on the half cardboard tube, so that it becomes a balance. Experiment with balancing the coins or other objects on the ruler.

Practice the demonstration: Place the small heavy rock or other weight in one corner of the box. Cover the weight with paper. Balance the box on the edge of a table so that it extends more than half-way off the table.

Post the following quotations in the classroom:

Set before thine eyes God's unerring Balance and, as one standing in His Presence, weigh in that Balance thine actions every day, every moment of thy life.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, p. 236

The Book itself is the unerring Balance established amongst men.

Bahá'u'lláh, *The Kitáb-i-Aqdas*, paragraph 99

1. Welcome students. Invite them to read or recite favorite prayers and then to share the results of their service over the past week: Have they noticed that perseverance in prayer, reflection, and action brings confirmations? Are there difficulties to overcome? Acknowledge all. Brainstorm possible solutions to difficulties.
2. Remind students of the charts completed in Activity 1. Share answers to any questions that remain unanswered from previous classes.
3. Invite students to listen as you share the story on Resource Page 52, a story from the time when Bahá'u'lláh was living at Bahjí, during the last years of His life on this earthly plane. Briefly discuss: How do we imagine that little Muhammad felt when he was wandering around the house while everyone was sleeping? What do we imagine he might have thought to himself when he saw the sugar? And then when he saw Bahá'u'lláh? How might he have felt when Bahá'u'lláh gave him the sweet?

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TOPIC: SPIRITUAL HABITS

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4. Remind students of the Hidden Word that tells us why God made us: Do we remember why? Then invite volunteers to read aloud the posted quotations:

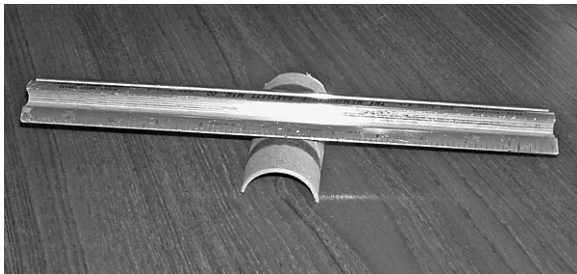
Set before thine eyes God’s unerring Balance and, as one standing in His Presence, weigh in that Balance thine actions every day, every moment of thy life.

Bahá’u’lláh, *Gleanings from the Writings of Bahá’u’lláh*, p. 236

The Book itself is the unerring Balance established amongst men.

Bahá’u’lláh, *The Kitáb-i-Aqdas*, paragraph 99

What is a balance? How does it work? How can a Book be a balance? Which Book might be God’s unerring Balance? Why must we remember God’s love when we weigh our actions every day? How does this love inspire us to try and try again to translate God’s teachings into action? Do we think that Bahá’u’lláh loves us as much as He loved the little boy with the sugar?



5. Organize students into small teams. Provide each team with a ruler, half section of a cardboard tube, and coins or other small objects. Invite teams to experiment with different ways to balance the coins on the ruler.
6. After allowing time for student experimentation, invite each team to prepare a demonstration of balance. Acknowledge all.

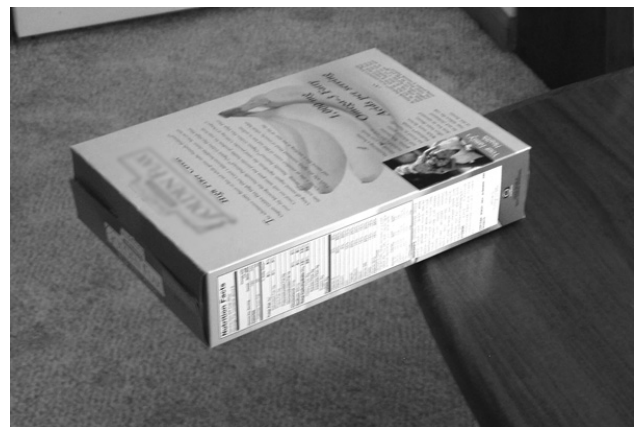
7. Then explain that ‘Abdu’l-Bahá says the phrase “opposes his passions” is:

. . . the balance wheel of all behavior, the means of keeping all man’s good qualities in equilibrium.

‘Abdu’l-Bahá, *The Secret of Divine Civilization*, p. 58

Invite students to use their balances to create a demonstration of equilibrium; then read the quotation again. Briefly discuss: What might it mean to keep all our good qualities in equilibrium? How could good qualities be out of balance? How could opposing our passions keep our good qualities in balance?

8. Listen carefully to student comments. Affirm that the process of studying the Word of God in the Holy Books, pondering their meaning, striving to translate those words into action, and calling ourselves to account helps us progress day by day.
9. Show students the box, with the weight hidden in one corner. Invite them to guess the best way to balance the box on the edge of a table. Listen to all comments, then position the box so that most of it extends off the table, balanced by the weight. Briefly discuss: Why doesn’t the box fall? How can it be balanced?



10. Listen to student ideas, then show them the weight in the box. Explain that the people around us may sometimes criticize us for striving to follow the teachings of God but the love of God in our hearts is like this weight in the box. The power of gravity keeps the box balanced. Our love for God helps us keep our actions balanced, even when we’re doing things that may be a little different from the people around us. Briefly discuss: Have we noticed that our love for God inspires us to sometimes make different choices than the people around us? When does that happen? How can we keep our balance in those situations? What are some ways that we can support each other when this happens? How can our Spiritual Action Plan also help us?

11. Provide time for students to write their notes to update their Spiritual Action Plans at home. Consider posting the following reminder of the format of their Spiritual Action Plan scrolls and playing quiet background music as students work.

My Spiritual Action Plan Update:

- Day
- Prayers and Readings
- Pondering Their Meaning
- Transforming Words into Action

12. Conclude the activity with favorite prayers and songs. Consider using the following activity to conclude the class.

### ACTIVITY 6: UNITY DANCE

**ELOQUENT SPEECH OBJECTIVE:** To demonstrate signs of moderation and balance in one’s words and actions

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Use of the arts

SUGGESTED TIME FOR ACTIVITY: 20 MIN.

**Materials Needed:**

- Access to an open area in the classroom or outdoors
- Drum, if available

**Advance Preparation:**

Learn the Unity Dance on Resource Page 53 to be able to teach it to the class.

1. Explain that people all over the world find ways to develop their spiritual habits. Mr. Franklin Kahn, a Navajo believer, served as a member of the U.S. National Spiritual Assembly between 1968 and 1981. He has been quoted as saying: “Mentally, physically and spiritually, we are all connected together in a circle. It doesn’t matter what race we are. We all have a purpose, and we must learn to work together.”

[www.nativevillage.org/quotes](http://www.nativevillage.org/quotes)

2. Explain that Mr. Kahn taught some friends this traditional unity dance to help us remember to always keep moving in the right direction, one step at a time. Even if we make a mistake we can always correct ourselves and move again in the right way.

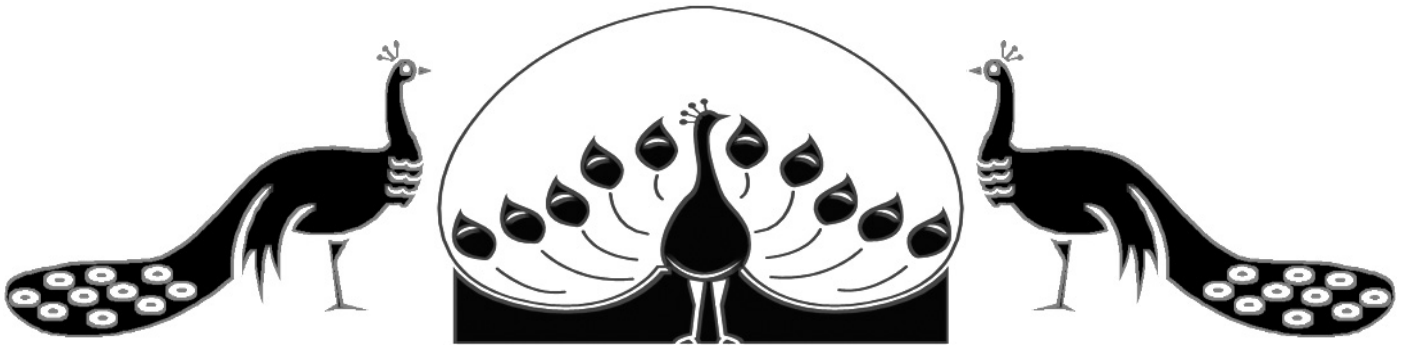
3. Follow the instructions on Resource Page 53 to teach the class this dance. Sing the melody with an even tempo, with or without a drum.

# TOPIC: SPIRITUAL HABITS

## Resource Pages

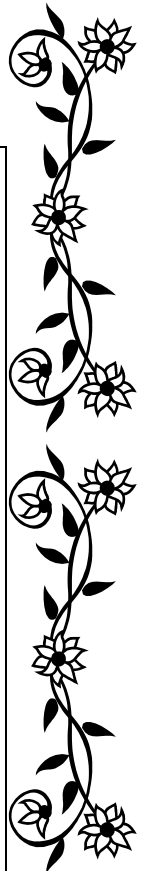
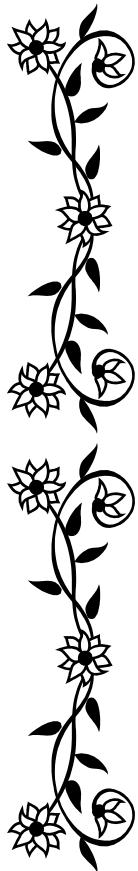
### Activity 2: I Loved Thy Creation

Scroll: Top Section



*Think not of yourselves but think of the Bounty of God. This will always make you happy. The peacock is contented because he never looks at his feet—which are ugly—but at his plumage which is beautiful.*

*Reported words of 'Abdu'l-Bahá*



<i>Day</i>	<i>Prayers and Readings</i>	<i>Pondering Their Meaning</i>	<i>Transforming Words into Action</i>

Activity 2: I Loved Thy Creation

Scroll: Middle Section

The scroll is a large rectangular area enclosed by a dotted border. On the left and right sides, there are vertical decorative borders featuring a repeating pattern of stylized flowers and vines. The central area of the scroll is divided into four vertical columns by solid lines, providing space for writing.

# TOPIC: SPIRITUAL HABITS

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## Activity 2: I Loved Thy Creation

Scroll: Bottom Section

The image contains a large rectangular area with a dotted border, divided into four vertical columns by solid lines. The left and right columns are decorated with a vertical floral vine pattern. Below this area are three stylized peacock illustrations: two on the sides and one in the center with its tail feathers fanned out.

**Activity 2: I Loved Thy Creation**

Leroy Ioas,\* a young boy in 1912, was blessed to meet the Master on His visit to Chicago. One day, on the way to the Plaza Hotel to hear ‘Abdu’l-Bahá, he decided to buy Him some flowers. Though he had little money, he managed to find a large bouquet of flowers which he himself especially liked—white carnations! But in approaching the hotel, he had a change of heart: he would not give ‘Abdu’l-Bahá those flowers after all, he told his father. His dad was genuinely perplexed. Why, when the Master so loved flowers? Young Leroy gave his answer: “I come to the Master offering Him my heart, and I do not want Him to think I want any favors. He knows what’s in a person’s heart, and that is all I have to offer.”

With that for an answer Leroy’s father went upstairs and presented the flowers to ‘Abdu’l-Bahá. How the Master enjoyed them! Their fragrance delighted Him and He buried His face in their midst, as He was inclined to do.

During the talk, Leroy sat at the feet of this great Teacher, completely fascinated. Those dynamic, ever-changing eyes! Those “majestic movements!” That charm!

After the talk, the Master stood up and shook hands with each guest. To each He gave one white carnation. Finally, only a few remained. Leroy, standing behind ‘Abdu’l-Bahá, thought, “Gee, I wish He would turn around and shake hands with me before they are all gone!” With that thought, the Master turned and saw him. ‘Abdu’l-Bahá wore a lovely, red rose, which He then pulled from His coat and gave to the boy. Leroy knew the Master was aware that it was actually he who had brought those carnations.

*Annamarie Honnold, Vignettes from the Life of ‘Abdu’l-Bahá, pp. 86–87*

\*Later appointed a Hand of the Cause by the Guardian, Shoghi Effendi, in 1951.

Activity 3: The Word of God in Our Hearts

Intone, O My servant, the verses of God that have been received by thee, as intoned by them who have drawn nigh unto Him, that the sweetness of thy melody may kindle thine own soul, and attract the hearts of all men. Whoso reciteth, in the privacy of his chamber, the verses revealed by God, the scattering angels of the Almighty shall scatter abroad the fragrance of the words uttered by his mouth, and shall cause the heart of every righteous man to throb. Though he may, at first, remain unaware of its effect, yet the virtue of the grace vouchsafed unto him must needs sooner or later exercise its influence upon his soul. Thus have the mysteries of the Revelation of God been decreed by virtue of the Will of Him Who is the Source of power and wisdom.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, p. 295



Activity 3: The Word of God in Our Hearts

# Amame

Words: Bahá'u'lláh, *Hidden Words of Bahá'u'lláh*, Arabic #5

Music: Leonor Dely

Voice

A - ma-me\_\_\_ pa-ra que yo te a - me\_\_\_ si tu no me

5 a - mas\_\_\_ mi amor ja-más lle - ga - rá a ti\_\_\_

9 A - mame\_\_\_ pa-ra que yo te a - me\_\_\_ si tu no me a - mas\_\_\_

14 mi a mor-ja más lle - ga - rá a ti\_\_\_ Oh hijo del ser

19 sá\_\_\_ be - lo oh sier - vo\_\_\_

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TOPIC: SPIRITUAL HABITS

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Activity 4: Creating an Environment for Prayer and Meditation



Sikhism



Zoroastrianism



Bahá'í Faith



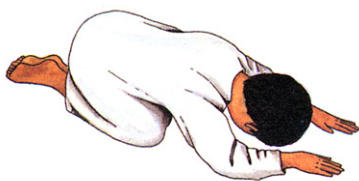
Buddhism



Christianity



Hinduism



Islam



Judaism



Taoism

Illustrations by Jeffrey Streiff. Used with permission.

**Activity 4: Creating an Environment for Prayer and Meditation**

**What do I want to do?**

**When do I want to do it?**

**What items do I need?**

**With whom do I need to consult?**

**Who could help me?**

**My Spiritual Action Plan Update:**

Day

Prayers and Readings

Pondering Their Meaning

Transforming Words into Action

Activity 5: The Balance

## Handfuls of Sugar

The sun beat down and no wind blew to stir the leaves and flowers in the garden. Inside, the house was very cool and quiet and everyone was resting. Everyone, that is, except for one small boy who was called Muhammad.

Muhammad could not get to sleep, so he quietly left his bed and climbed the stairs towards the upper rooms. A door was half-way open to a storeroom. When Muhammad peeped inside, he saw some bags of sugar on the shelf. He put some in his mouth. Then, he put both hands into the bag and filled them up with sugar!

Muhammad was walking from the room, his hands and mouth completely full of sugar, when suddenly he saw Bahá'u'lláh standing in the hallway! He froze and could not move because he knew he had been naughty. He was quite sure that Bahá'u'lláh would scold him.

But Bahá'u'lláh held out His hand and gently led him to the middle of the hall where there was a bowl of sweets on the table. He smiled and said it seemed the little boy was very fond of sugar!

Then picking up a sweet, He gave it to Muhammad.

Jacqueline Mehrabi, *The Love of Bahá'u'lláh*, p. 51  
Published by Oneworld Publications, Oxford.  
©1992. Used with permission.

**Activity 6: Unity Dance**

This dance was taught by Franklin Kahn, a Navajo believer, and is best done outside on the ground, so the dancers can feel Mother Earth underfoot. The steps are taken with the heel touching the ground first, rotating to the toes as if “caressing” Mother Earth. Movement and bending is from the knees down. It is as though the head and body above the knees were passing through the clouds, steady and even. (Stationary except “going along for the ride.”)

Tempo: Peaceful, moderate tempo.

**Action**

A drum beats steadily before singing and throughout the dance.  
 Dancers stand, holding hands, in a circle while the drum introduction prepares them to begin.  
 When the song begins, the dancers step to the left with the left foot on beat 1.  
 On beat 2, the right foot follows, bringing the feet together.  
 This is repeated throughout the verse, circle moving to the left.  
 Reverse the direction and repeat the verse.

**Symbology**

Heartbeat of Mother Earth.  
 Circle symbolizes unity.  
 Divine example set.  
 Example followed.  
 Right/wrong; night/day. A choice of direction can be made in life.

**Variation**

On beat 1, step to the left. The right foot takes one step back. The left foot steps to the right again and is then followed by the right, bringing the feet together.  
 Repeat.  
 Reverse direction.

Deviation from the true path and then return to the divine standard.

*Note: The meaning comes from the rise and fall of the melody, not from the syllables.*

Voice

hey ya hey hey hey ya hey hey hey ney - a - nah hey-a hey-a - nah  
 (I see only beauty) (I hear only beauty)

5  
 hey -ney - a nah - hey- a - hey o - hey a hey o  
 (I speak only beauty and that is the truth.)

Reprinted with permission from *Music Education*, published by the National Teaching Committee, National Spiritual Assembly of the Bahá'ís of the United States, 1986.

LIST OF ADDITIONAL RESOURCES

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**Books, Stories, and Articles:**

*Brilliant Star* magazine:

- "The Giant and the Princess," Sep/Oct 1999
- "God's Answer," Sep/Oct 2001
- "Practicing Prayerfulness," Nov/Dec 2001
- "Star Kids: Spiritual Food," Jul/Aug 2002

- "Powerful Prayers," Jul/Aug 2002
- "Wayne and Wilma: Daily Prayers," Jul/Aug 2002
- "Lena and the Dreadful Dragon," Jul/Aug 2002
- "A Place for Prayer," May/June 2003

Anne Breneman, *Bahá'í Alphabet Book*

John Hatcher, *Conversations: A Young Man's Journey through His Own Spiritual Awakening*

**Worksheets and Coloring Pages:**

*Brilliant Star* magazine:

- "Hidden Helpers," May/June 1991
- "Hidden Picture: World of Service," Jan/Feb 2000
- "Work is Worship," Jul/Aug 2001

**Activities:**

*Brilliant Star* magazine:

- "About Me and My Prayers," Sep/Oct 1998
- "Spirit Masks," So Ed 1998
- "Look at Me, Follow Me, Be as I Am," Mar/Apr 2001
- "Sacred Memories," Sep/Oct 2001
- "Make a Virtues Calendar," Nov/Dec 2001
- "Explore a Virtue," Nov/Dec 2001
- "Virtues Storytelling Game," Nov/Dec 2001
- "Create a Virtues Collage," Nov/Dec 2001
- "What Does it Mean to Be a Bahá'í?" Jan/Feb 2002
- "My Bahá'í Journal," Jul/Aug 2002
- "Memory Tips," Jul/Aug 2002

- "Protect Your Prayer Book," Jul/Aug 2002
- "Refresh and Gladden My Spirit," Jul/Aug 2002
- "Nine Kinds of Prayer," Jul/Aug 2002
- "Exercise for the Spirit," Jul/Aug 2002
- "Mystery Door Maze," Jul/Aug 2002
- "Chameleon Crossword," Jul/Aug 2002
- "Search for the Good," Sep/Oct 2002
- "My Mission: Become a Champion," Mar/Apr 2004
- "Maya's Mysteries: Amazing Egg," Mar/Apr 2004
- "Teasing Friend or Taunting Bully?" Mar/Apr 2006

**Music:**

*Brilliant Star* magazine:

- "It's Up to Me!" Sp Ed 1998
- "Virtues Rap," Sep/Oct 1999
- "Children's Prayer," Jul/Aug 2002
- "Be Generous," Jul/Aug 2005
- "Think for Yourself," Sep/Oct 2006

*Down the Do-Re-Mi*, "The ABC's of You"  
*Loving Hands*, "Make Me More Like You"

**Drama:**

*Brilliant Star* magazine:

- "Spirit Upon Spirit," Sp Ed 1998

**Games:**

*Brilliant Star* magazine:

- "Lena's Magical Rescue Game," Jul/Aug 2002

**Other Favorite Resources:**

If you find any additional resources, please notify the Office of Education and Schools at the Bahá'í National Center, email [SCHOOLS@usbnc.org](mailto:SCHOOLS@usbnc.org), or submit your findings to the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).

# TO DEVELOP ONE'S INTELLECTUAL FACULTIES

## THE NEEDS OF OUR TIME

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
PATIENCE, UNITY, ENCOURAGEMENT**

Every age hath its own problem, and every soul its particular aspiration. The remedy the world needeth in its present-day afflictions can never be the same as that which a subsequent age may require. Be anxiously concerned with the needs of the age ye live in.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, CVI, p. 213

The primary, the most urgent requirement is the promotion of education. It is inconceivable that any nation should achieve prosperity and success unless this paramount, this fundamental concern is carried forward. The principal reason for the decline and fall of peoples is ignorance. Today the mass of the people are uninformed even as to ordinary affairs, how much less do they grasp the core of the important problems and complex needs of the time.

'Abdu'l-Bahá, *The Secret of Divine Civilization*, p. 108

## Learning Objectives and Suggested Activities



### KNOWLEDGE OBJECTIVES

- To know the Bahá’í writings on the necessity of being familiar with the challenges and needs of our times
- To know the Bahá’í writings describing spiritual remedies to the current needs of the times
- To identify from the Bahá’í writings some specific needs of this time

#### SUGGESTED LEARNING ACTIVITIES

- Read the Bahá’í writings about the need to be familiar with the challenges and needs of the times.
- List some of the challenges and needs of the times.
- Research the Bahá’í writings to identify spiritual remedies to the current needs of the times.
- Memorize a passage from the Bahá’í writings on the necessity of being familiar with the challenges and needs of the time.



### WISDOM OBJECTIVES

- To understand that to fulfill our obligations to the world of humanity, we need to know its ailments
- To understand that there are Bahá’í solutions to the needs of our time

#### SUGGESTED LEARNING ACTIVITIES

- Make a collage that depicts Bahá’í solutions to the needs of our current time.
- To discuss why it is important for us to know and serve the needs of the world.
- Develop a song or poem that features Bahá’í responses to all the current needs of our times.
- Assist students to discern local aspects of the current needs of humanity.



## SPIRITUAL PERCEPTION OBJECTIVES

- To perceive the relationship between our lives, the larger needs within our communities, and the needs of the world around us
- To reflect on the connections between the Bahá'í principles and teachings and the needs of the time
- To perceive the value of continually increasing and renewing our knowledge and training to meet the needs of our times

### SUGGESTED LEARNING ACTIVITIES

- Write a short story or essay on the connection between the Bahá'í principles and teaching, and the needs of the time.
- Identify and plan local actions to address the needs of the age.
- Invite students to make a visual representation of the relationship between their lives, the larger needs within the communities and the world around us.

## ELOQUENT SPEECH OBJECTIVES

- To be able to articulate to others the needs of our times
- To be able to converse about the Bahá'í solutions to the needs of the age
- To demonstrate Bahá'í solutions to the needs of the age

### SUGGESTED LEARNING ACTIVITIES

- Share with others a list of some of the needs of the times.
- Consult with others about Bahá'í solutions to these current needs.
- Develop a presentation highlighting the needs of the time and Bahá'í solutions to these needs.
- Carry out a service that is needed in the local community at this time, such as assisting young children to practice reading.

Sample Activities

ACTIVITY 1: NEEDS OF THE AGE AND THE POWER OF UNITY

**KNOWLEDGE OBJECTIVES:** To know the Bahá’í writings on the necessity of being familiar with the issues and needs of our times; To identify from the Bahá’í writings some specific needs of this time

**WISDOM OBJECTIVE:** To appreciate the power of unity for addressing the needs of this age

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá’í sacred writings; Use of play; Use of consultation

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Plain or colored paper
- Chart paper and markers
- Space for movement in the classroom
- Upbeat music with the theme of unity

**Advance Preparation:**

Write very large numbers—1, 2, 3, 4, and 5—on separate sheets of paper.

In future activities related to this topic, students will create gift books for younger children and practice reading with these younger children. Your local Bahá’í school may have a preschool or Level 1 (ages 6–8) class. If not, are there families with young children nearby? Is there a preschool, kindergarten, or elementary school near the location of the Bahá’í class? Do your students have younger siblings or neighbors? What other possibilities can you find for your students to offer this service to children younger than themselves? Begin exploring options or consulting with other teachers or parents to identify possibilities.

1. Welcome students! Invite them to sing or recite favorite prayers and share some highlights of their service over the past week. What positive contributions have they also noticed from the people around them? Acknowledge all.
2. Invite students to think about the way they feel when they spread the light of the love of God. Encourage them to think of a very simple exercise movement to show that feeling. Invite students to stand in a circle and show their movement one after another, keeping a fairly rapid pace as you move around the circle. Acknowledge all.
3. Then invite students to work with the person next to them to create a simple movement that combines some aspect of their individual movements. Invite pairs to show their new movement around the circle.
4. Form groups of 3. Invite these new teams to invent another new movement that includes some aspect of each person’s original movement. Demonstrate these movements in the whole group.
5. Form groups of 4. Again encourage teams to create a movement that incorporates some aspect of each person’s original movement. Invite teams to show their movements in the whole group.
6. Invite the class to create a unity movement, in which the entire class stands in a circle and does a unified simple movement that incorporates some aspects of previous movements. Applaud all!

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7. Show students the papers numbered 1–5. Explain that you will hold up the papers to signal movements: 1 means to do the individual movement; 2: the pair movement; 3: the 3-person movement; 4: the 4-person movement; 5: the unity movement. Hold up the papers in sequence, and then out of sequence. Next add upbeat music and repeat the process of holding up the signs, first out of sequence and then in sequence, ending with the unity move. Applaud all!

8. Invite students to sit in a circle while you briefly discuss: How does this movement game help us appreciate the power of unity? What else do we know about the power of unity?

9. Read aloud the following quotations:

It is certain that the greatest of instrumentalities for achieving the advancement and the glory of man, the supreme agency for the enlightenment and the redemption of the world, is love and fellowship and unity among all the members of the human race. Nothing can be effected in the world, not even conceivably, without unity and agreement, and the perfect means for engendering fellowship and union is true religion.

*‘Abdu’l-Bahá, The Secret of Divine Civilization, p. 73*

This is the one essential: for if unity be gained, all other problems will disappear of themselves.

*‘Abdu’l-Bahá, Selections from the Writings of ‘Abdu’l-Bahá, p. 29*

Briefly discuss: Why do we think other problems disappear when unity is established?

10. Then read aloud the words of Bahá’u’lláh:

Every age hath its own problem, and every soul its particular aspiration. The remedy the world needeth in its present-day afflictions can never be the same as that which a subsequent age may require. Be anxiously concerned with the needs of the age ye live in. . . .

*Bahá’u’lláh, Gleanings from the Writings of Bahá’u’lláh, CVI, p. 213*

Briefly discuss: What does Bahá’u’lláh say we should do? What do we think is one way we can show our concern for the needs of the age? Record student ideas on chart paper. Affirm that one important way that we can respond to the needs of the age is to promote unity.

11. Invite students to raise their hands as you pose the following questions: How many of us have a baby or younger child in our families? How many of us have babies, preschoolers, or younger children (any age younger than ourselves) as neighbors or as friends? How many of us know a family with a baby or a younger child in the household? How many of us have been babies or young children?

Briefly discuss: What are babies like? What are preschoolers like? What about younger children in general? What are some ways that babies and younger children learn about real love and unity? Is it always easy to show our love to younger children? Why is it important to do so anyway?

12. Continue discussing: What are some practical acts of service that we can offer families with younger children? Record student responses to this question on chart paper. If desired, you may add ideas such as: play gently with babies or very young children; include children that are somewhat younger in games and activities that students plan; read to younger children of all ages; do household chores or run errands for parents of tiny children; give a real smile; talk with younger children in a friendly way; etc.

13. Encourage students to identify one service that they can offer a younger child or a family with younger children, to complete between now and the next class. Invite students to share their plans with one other person in the class, to encourage each other, and find a way to support each other to carry out these plans. Encourage students also to bring a photograph of themselves at an earlier age—baby, preschooler, or younger school age—to the next class.

14. Conclude the class with prayers for children.

ACTIVITY 2: MAKING A BOOK FOR YOUNGER CHILDREN

**KNOWLEDGE OBJECTIVE:** To identify from the Bahá'í writings some specific needs of this time

**SPIRITUAL PERCEPTION OBJECTIVE:** To reflect on the connections between Bahá'í principles and the needs of the time

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of consultation; Use of the arts; Involve service

SUGGESTED TIME FOR ACTIVITY: 45–60 MIN., CONTINUED IN THE NEXT ACTIVITY

**Materials Needed:**

- Chart paper and markers
- 10 pieces of precut tag board, poster board, or heavy cardstock (approximately 6" x 8") for each student, plus a few extras; suggest that students use these pages horizontally
- Rulers
- Scissors
- Glue
- Hole punch
- Ribbon, yarn, or cord
- Beautiful pictures from old magazines, if desired
- Pencils, pens, markers, crayons
- Other art supplies, as desired
- Background music

**Advance Preparation:**

Display the following quotations in the classroom:

Be anxiously concerned with the needs of the age ye live in. . . .

Bahá'u'lláh, *Gleanings from the Writings of Babá'u'lláh*, CVI, p. 213

. . . If unity be gained, all other problems will disappear of themselves.

'Abdu'l-Bahá, *Selections from the Writings of 'Abdu'l-Bahá*, p. 29

Prepare a sample board book, as described in Step 10 below. Heavy pencil lines, permanent marker, or ink may work best for the final copy of student work on tag board. If markers and ink are allowed to dry carefully, they are less likely to smear. Consider creating a 1- x 6-inch template with 4 evenly spaced holes to mark the binding edge of books.

Identify the circumstances in which your students will be able to interact with younger children in a subsequent class: Will it be in a preschool or Level 1 class at your local Bahá'í school? Will you arrange for them to visit a nearby preschool, kindergarten, or elementary school? Do they have younger family members or neighbors?

Consider available options and consult with other teachers or parents as appropriate to plan an opportunity for your students to read to younger children. If your Bahá'í school meets weekly, consider requesting that your students visit the younger class or classes for about 30 minutes during Activity 4 for this topic. Consider also requesting that the teachers of the other class prepare their students for this visit by telling them that your class will visit to read with them. A one-to-one match is ideal. If this is not possible, students or teachers may prepare extra books as needed. In that case, your students may read to 2 younger students or teachers may pair with some younger students.

If it is not possible for your students to visit another class, consider inviting parents of younger children to bring their children as guests to your class during Activity 4 or find another way for your students to read to younger children.

1. Welcome students. Invite them to share the results of their service to younger children since the last class. Acknowledge all. Invite them also to share their pictures of themselves at an earlier age. Display these pictures in the classroom as reminders of the importance of young children, if possible for the next class also.
2. Invite students to listen carefully to each other as they take turns sharing: What do we remember learning about God when we were very young? What are some of the earliest acts of service that we remember doing as young children? What was one special way that others encouraged us when we were young? Teachers may also share. Acknowledge all!

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3. Invite volunteers to read the posed quotations, also studied in the previous activity:

Be anxiously concerned with the needs of the age ye live in. . . .

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, CVI, p. 213

. . . If unity be gained, all other problems will disappear of themselves.

'Abdu'l-Bahá, *Selections from the Writings of 'Abdu'l-Bahá*, p. 29

Briefly discuss: What are we learning about teaching younger children about unity? What actions promote unity when we're with younger children? Did we have challenges to overcome? What would be our advice to other people who want to work with younger children? Record student responses on chart paper and save for Activity 3.

4. Read aloud the following words of 'Abdu'l-Bahá:

The primary, the most urgent requirement is the promotion of education.

'Abdu'l-Bahá, *The Secret of Divine Civilization*, p. 108

Briefly discuss: Why do we think that education is so important? Do we think 'Abdu'l-Bahá is talking about spiritual education, academic schooling, or something else? Why? What do we think might be the relationship between building unity, promoting education, and the needs of the age?

5. Explain that the class will have the opportunity to address the needs of the age by carrying out an important service with younger children—helping them with spiritual education, and helping them read. Encourage students to think of one word that describes what it was like to learn to read. Record these words on chart paper. Then discuss: What do we like to read? What could we do to help younger children want to read? Record student responses on chart paper and save for Activity 3.

6. Explain that the Revelation of God in this age calls for spiritual, academic, and practical education. 'Abdu'l-Bahá taught children Himself. He arranged for their spiritual education and their academic education. Bahá'u'lláh tells us:

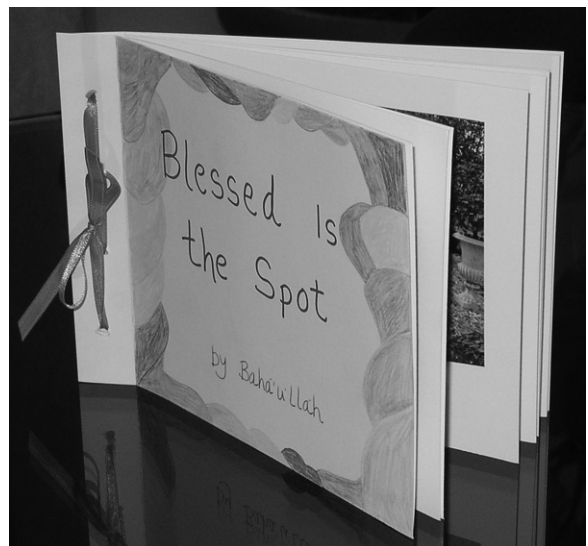
The Book of God is wide open, and His Word is summoning mankind unto Him.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, XCII, p. 183

Briefly discuss: How can the Word of God in the Holy Books draw our hearts to Him? Why is spiritual education even more important than book learning? Why is it best to have both?

7. Explain that in this day we must be able to read for ourselves, think for ourselves, and make our own contributions to the world. Explain that we can help younger children with their spiritual and academic education by reading the Word of God with them. Briefly discuss: In what ways have we noticed that younger children show they like to be with older children? Have we also noticed that they like to copy us?
8. Explain that each student will make a special book for a younger person and will have the opportunity to read this book with that person. Show the sample book. Briefly discuss: Do we recognize these Words of God? Do we know what all the words mean? Acknowledge all responses.

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9. In the whole group, use chart paper to create large samples for the cover and each page of the book. Taking one page at a time, write the words suggested below for each page; discuss the meaning or give examples of each phase; and sketch simple decorations or illustrations suggested by students for each page.

- Title page: Blessed Is the Spot, by Bahá'u'lláh
- Inside front cover: A book for (younger child's name)
- Page 1: Blessed is the spot,
- Page 2: and the house,
- Page 3: and the place,
- Page 4: and the city,
- Page 5: and the heart,
- Page 6: and the mountain,
- Page 7: and the refuge,
- Page 8: and the cave,
- Page 9: and the valley,
- Page 10: and the land,
- Page 11: and the sea,
- Page 12: and the island,
- Page 13: and the meadow
- Page 14: where mention of God
- Page 15: hath been made
- Page 16: and His praise glorified.
- Inside back cover: Handmade by (student's name)
- Back cover

10. Provide students with precut cardboard pages. You may wish to punch 4 evenly spaced holes in these pages before giving them to students. Circulate among students to provide encouragement and assistance as needed while students:

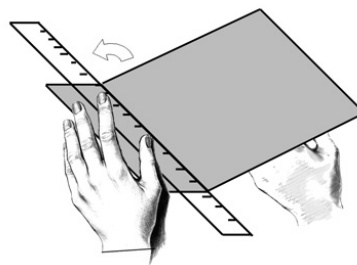
- Use pencils and rulers to lightly draw lines one inch from one edge of each page, to mark the hinge position for turning pages. If using heavy tag board, use the ruler and a blunt table knife to make a crease along your pencil line; then carefully fold the page back along this crease.

- Use rulers to measure, mark, and lightly draw lines to write the title page, the “made for” page, and the “made by” page.
- Lightly draw a line 1" from the bottom of pages 1–16, using both sides of the tag board.
- Use their very best handwriting to lightly write all the words in pencil for these pages on the lightly drawn lines.
- Draw pictures or find beautiful magazine pictures to illustrate pages 1–16.
- Darken the words on all pages with heavy pencil lines, ink, or marker.
- Decorate the front and back covers, as desired.
- When complete, carefully measure and mark the position for holes, and punch holes in all pages. Alternatively, you may use a precut 1" x 6" template with 4 evenly spaced holes.
- Use ribbon, yarn, or cord to fasten all the pages together into a book.

Consider playing background music while students work. This process may be continued in the next class.

11. About 10 minutes from the end of class, invite students to save their work in folders until the next class. Then gather students together to plan their service for the coming week. Briefly discuss: What are some ways to show friendship with younger children? Encourage students to continue building friendship with one or more younger children. Encourage them also to ask 3 people, before the next class, how they learned to read, what they like to read, and why it is important to read.

12. Conclude the class with favorite songs and prayers, including prayers for younger children.



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**TOPIC: THE NEEDS OF OUR TIME**

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**ACTIVITY 3: BLESSED IS THE SPOT**

**SPIRITUAL PERCEPTION OBJECTIVE:** To perceive the relationship between our lives, the needs within our communities, and the needs of the world around us

**ELOQUENT SPEECH OBJECTIVE:** To be able to converse with others about Bahá'í solutions to the needs of the age

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of music; Use of creativity and the arts; Use of consultation; Involve service

SUGGESTED TIME FOR ACTIVITY: 45–60 MIN.

**Materials Needed:**

- Student work on board books begun during Activity 2
- Additional materials and art supplies described for Activity 2
- Chart paper with student responses to discussion questions in Steps 3 and 5 of Activity 2
- Copies of the Core Curriculum storybook *The Báb*, vol. 2, if available

**Advance Preparation:**

Learn the version of “Blessed Is the Spot” on Resource Page 67, available on Core Curriculum CD *Songs for Core Curriculum Lessons*, and on the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).

Provide students with the opportunity to complete their board books, as described in Activity 2.

1. Welcome students. Invite them to share the results of their service over the past week. Briefly discuss: What are we learning about building friendship with younger children? Can we think of an example of someone interacting with younger children in a way that touched our heart? What happened in that example? What did we also learn from other people about learning to read? Who would like to tell us about something they read this week for fun?
2. Explain that the class will finish making their books during this activity, after learning a melody to these beautiful words of Bahá'u'lláh. Review the words of the quotation:  
  
Blessed is the spot, and the house, and the place, and the city, and the heart, and the mountain, and the refuge, and the cave, and the valley, and the island, and the sea, and the meadow where mention of God hath been made and His praise glorified.
3. Briefly discuss: What new insights have we gained about the meaning of the words of this quotation as we've worked with it to make books for younger children?
3. Explain that the class will learn a melody for this quotation that is especially easy for younger children to learn. Using the methods taught in Teacher Development Workshop 8 or simple repetition, teach students the melody to “Blessed Is the Spot” on Resource Page 67. Explain that the class will have the opportunity to teach this song to the younger children they serve during Activity 4.
4. Provide materials and encourage students to finish creating the board books begun in Activity 2. Answer questions and provide encouragement and assistance as needed. As time permits, read the description of one of the schools started by ‘Abdu’l-Bahá on Resource Page 68 while students work.

*Bahá'u'lláh, Bahá'í Prayers, 1991 U.S. edition, p. i*

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5. As some students begin to finish their work, provide them with copies of the Core Curriculum storybook *The Báb*, vol. 2. You may also choose to read these stories to the class while they’re working. Several stories in that book highlight the importance of education: “I Want to Read,” “A Mightier Pen,” “Bobol Ján,” “School Days of Ali-Kuli Khan,” “Táhirih,” and “The Power of Courage.”
6. When all students are ready, invite them to show their completed board books to the class. Applaud all! If some students have also had the opportunity to read stories, invite them to share what they enjoyed about those stories with the class. Acknowledge all.
7. Explain that ‘Abdu’l-Bahá said:  
**Encourage the children from their earliest years to master every kind of learning. . . .**  
*‘Abdu’l-Bahá, The Compilation of Compilations, vol. 1, p. 373*  
Briefly discuss: Why do we think that education is so important? What do we think could be the result of our encouragement and assistance for these younger children?
8. Post student responses to questions discussed in Activity 2. Review their advice for people working with younger children and well as their ideas about helping younger children want to read. Briefly discuss: What would we like to add to these lists? Record student responses and save this chart paper for the next activity.
9. Remind students that they will have the opportunity to work with younger children and help them become eager to read during the next class. Organize students into teams of 2 to practice for that important service. In these teams, students will each have a turn playing the role of the younger student while their partner practices:
  - Greeting the younger child in a friendly way.
  - Asking a few ice-breaker questions like: Who is in your family? Do you have a pet? What do you like to do for fun? What is your favorite prayer?
  - Reading the board book to the younger child.
  - Presenting the board book as a gift to the younger child.
  - Encouraging the younger child to practice reading the book at home.
  - Affirming the student’s pleasure to be with the younger child and saying goodbye.
10. After students have the opportunity to practice reading with each other, encourage them to begin to pray each day for the younger children they will serve during the next class. Encourage students to remember to read or recite a quotation from the Holy Books each day. Encourage them also to read a story, book, newspaper or magazine article, cereal box, or website for fun between now and the next class.
11. Conclude the activity with prayers for younger children and singing “Blessed Is the Spot.”



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**ACTIVITY 4: READING WITH YOUNGER CHILDREN**

**WISDOM OBJECTIVE:** To understand that there are Bahá’í solutions to the needs of our time

**ELOQUENT SPEECH OBJECTIVE:** To demonstrate Bahá’í solutions to the needs of the age

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá’í sacred writings; Involve service; Use of music; Use of consultation

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

**Materials Needed:**

- Board books created in Activities 2 and 3

**Advance Preparation:**

Learn the melody to “Blessed Is the Spot” on Resource Page 67.

Note that this activity is written with the assumption that students will be able to read to younger children (preschool or early elementary ages) at your local Bahá’í school. If this is not practical, adjust the activity so that your students visit a local preschool, kindergarten, or elementary school; parents are invited to bring younger children to visit your class; or other arrangements are made for your students to complete this important service to humanity.

Post the following quotations in the classroom:

Be anxiously concerned with the needs of the age ye live in. . . .

*Bahá’u’lláh, Gleanings from the Writings of Bahá’u’lláh, CVI, p. 213*

. . . If unity be gained, all other problems will disappear of themselves.

*‘Abdu’l-Bahá, Selections from the Writings of ‘Abdu’l-Bahá, p. 29*

The primary, the most urgent requirement is the promotion of education.

*‘Abdu’l-Bahá, The Secret of Divine Civilization, p. 108*

Service in love for mankind is unity with God.

*‘Abdu’l-Bahá, The Promulgation of Universal Peace, p. 186*

1. Welcome students. Invite them to share reflections on their service since the last class: What difference does it make to pray for the younger children we know? Who had the opportunity to read something for fun? What did you choose and why? Would you recommend it to others?
  - Greet the younger child in a friendly way.
  - Begin with a few ice-breaker questions like: Who is in your family? Do you have a pet? What do you like to do for fun? What is your favorite prayer?
  - Sit side by side and read the board book to the younger child.
2. Explain that this is the day for visiting the class of younger children. Briefly discuss: What do we remember about working with younger children? What do we remember about helping them want to read? Review chart paper from Activities 2 and 3.
  - Present the board book as a gift to the younger child.
  - Encourage the younger child to practice reading the book at home.
3. Then review the action steps for their service. The class as a whole may choose to teach the song “Blessed Is the Spot.” Then students will team with younger children to:
  - Express pleasure at this opportunity to be with the younger child and say goodbye.

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4. Go as a class to visit the younger class and provide the service described. Teachers remain present in the background during this service activity.
5. When the service is complete, return with students to your own classroom. Briefly discuss: What are some ways that we know our service was successful? What do we think we could do even better next time?
6. Then invite volunteers to read aloud the posted quotations:

**Be anxiously concerned with the needs of the age ye live in. . . .**

*Bahá'u'lláh, Gleanings from the Writings of Bahá'u'lláh, CVI, p. 213*

**. . . If unity be gained, all other problems will disappear of themselves.**

*‘Abdu’l-Bahá, Selections from the Writings of ‘Abdu’l-Bahá, p. 29*

**The primary, the most urgent requirement is the promotion of education.**

*‘Abdu’l-Bahá, The Secret of Divine Civilization, p. 108*

**Service in love for mankind is unity with God.**

*‘Abdu’l-Bahá, The Promulgation of Universal Peace, p. 186*

Briefly discuss: Based on our experience today, what do we understand about important needs of the age? What did we observe about the power of unity? What are we learning about the importance of education?

Continue the discussion: In what way does our service to younger children address the needs of our age? How does it make us feel to know that our “service in love for mankind is unity with God”?

7. If you have retained students’ photographs that they brought for Activity 2, return them to your students. Encourage students to continue reading the Word of God each day. Encourage them to continue reaching out to younger children. Encourage them also to find favorite books to read.
8. Conclude the activity with favorite songs and prayers.

Resource Pages

Activity 3: Blessed Is the Spot

# Blessed Is the Spot

Words: Bahá'u'lláh  
Music: Charlotte Richardson

The musical score is written for voice in 2/4 time, featuring a single treble clef staff. The key signature has one flat (B-flat). The melody is simple and rhythmic, with lyrics written below the notes. Chord symbols (F, B-flat, C) are placed above the staff to indicate the harmonic accompaniment. The score is divided into four systems, with measure numbers 1, 7, 13, and 21 marking the beginning of each system. The lyrics describe various natural and spiritual locations, ending with a phrase of praise.

Voice

Bless-ed is the spot, and the house, and the place, and the ci-ty, and the heart, and the

moun-tain, and the ref-u-ge, and the cave, and the val-ley, and the land, and the

sea, — and the is-land, and the mea dow where ment-ion of God hath been made, and

His praise glor - i - - - fied.

Composed for the opening of the first Kodaly summer institute class held at Louhelen Bahá'í School, June 1984.

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Activity 3: Blessed Is the Spot

Dr. Youness Afroukhteh describes the school that ‘Abdu’l-Bahá established in the Bahá’í pilgrim house around 1902:

There were some twenty students divided into two groups. Lessons began and before long rapid progress was achieved. The children enjoyed quite a few benefits in their training, appropriate to the prevailing conditions of austerity and hardship in the Most Great Prison. In addition to the study of Persian, English, Mathematics and other lessons, they had to master a trade or vocation. Despite a rampant scarcity of all goods, each child had to have a desk. . . .

The Master paid a great deal of attention to all facets of education of the young. Each and every one of them, regardless of age or any other consideration, was educated under His direct and close supervision. . . . They received training in Arabic, literature, calligraphy and penmanship. . . .

In addition to His personal visits every few weeks, which included His enquiring into each pupil’s progress in school and reviewing the results of their quarterly exams, He spoke to them at length every Friday about the significance of their education and training.

Youness Afroukhteh, *Memories of Nine Years in ‘Akka*, pp. 159–60

**Activity 3: Blessed Is the Spot**

Dr. Afroukhteh also describes ‘Abdu’l-Bahá’s Friday visits to the children:

The schoolchildren are standing in line according to their height, holding their completed handwriting exercises and waiting for ‘Abdu’l-Bahá’s arrival so that they too may receive His heart-warming attention, His generous favors and gifts, and His spiritual teachings. . . .

Here, some twenty-two or -three children are standing in line. After bestowing upon them words of affection and love, He first enquires from their teacher after their manner of conduct and behavior. Then, He takes the completed exercise sheet from an older child and reviews it. The reed pen, already cut to a suitable tip, is ready in the hand of the student, who gives it to the Master.

“This must be written this way. This letter should be written somewhat higher. The straight lines have not been adhered to.” In short, He reviews each one, praising some and giving proper instruction to others. “This time you have written better,” or “Your handwriting has got worse!” When He reaches the younger children He treats them with special affection and shares with them a few humorous words. Then at random, He takes their English homework and asks some of the students a few questions. He paces up and down the line, paying attention to the details of their lessons. He even examines the cleanliness of their hands. Finally, He offers some advice regarding certain general topics such as one’s manners and conduct, then He talks about turning to God and about the nature of religion. . . .

As soon as the talk ends, out comes the moneybag. There are plenty of quarter-majidi and two-qurushi pieces to go around. He starts with the top students and works down to the smaller children. What makes it more wonderful is that as He passes out the coins He continues to entertain the children with humorous remarks and funny stories. . . .

*Youness Afroukhteh, Memories of Nine Years in ‘Akka, pp. 204–06*

**GOAL: TO DEVELOP ONE’S INTELLECTUAL FACILITIES**

**TOPIC: THE NEEDS OF OUR TIME**

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**LIST OF ADDITIONAL RESOURCES**

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**Books, Stories, and Articles:**

*Brilliant Star* magazine:

- “The Fruits of One Tree,” Jul/Aug 1999
- “A Hospital in the Jungle,” Sep/Oct 2000
- “My Vision of a Peaceful World,” May/June 2002

Philip Hoose, *It’s Our World, Too!*

- “A Vision of the Future,” May/June 2003
- “Be a Peace-Builder,” Jul/Aug 2003
- “Justice in Action,” Jul/Aug 2005
- “Help Heal the World,” Nov/Dec 2005

**Worksheets and Coloring Pages:**

*Brilliant Star* magazine:

- “Ruhi Corner,” May/June 2001
- “Ruhi Corner,” May/June 2002
- “Earth is But One Country,” May/June 2002

- “Consort,” Sep/Oct 2002
- “What’s Your Vision,” May/June 2003
- “Reconcile their Differences,” Jul/Aug 2003

**Activities:**

*Brilliant Star* magazine:

- “Taking a Stand for Peace,” May/June 2002
- “Someday, I Could Be . . .” May/June 2005
- “Do Less: Simple Steps to Help the Earth,” May/June 2005

**Music:**

*Brilliant Star* magazine:

- “Let Us Be About Our Father’s Business,”  
Jul/Aug 1991
- “Friendship,” May/June 2002
- “Mankind is One,” May/June 2004
- “Mount Your Steeds,” Nov/Dec 2004
- “May You Become as the Waves of One Sea,”  
Sep/Oct 2005

- C’m on Rise Up*, “When Will It Be?”
- Flight*, “The World is Ready for a Change”
- Healthy Planet, Healthy People*, “Healthy Planet, Healthy  
People”
- Laughter of Angels*, “Press On”
- Lote Tree*, “One Planet One People Please”
- The Journey*, “Carry On”
- We Have Come to Sing Praises*, “In This Day, Bahá’u’lláh”

**Other Favorite Resources:**

If you find any additional resources, please notify the Office of Education and Schools at the Bahá’í National Center, email [SCHOOLS@usbnc.org](mailto:SCHOOLS@usbnc.org), or submit your findings to the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).

# TO CARE FOR ONE'S BODY

## CHASTITY AND PURITY

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
PURITY, NOBILITY, TRUTHFULNESS**

Wings that are besmirched with mire can never soar.

Bahá'u'lláh, *Epistle to the Son of the Wolf*, p. 131

Such a chaste and holy life, with its implications of modesty, purity, temperance, decency, and clean-mindedness, involves no less than the exercise of moderation in all that pertains to dress, language, amusements, and all artistic and literary avocations. It demands daily vigilance in the control of one's carnal desires and corrupt inclinations. It calls for the abandonment of a frivolous conduct, with its excessive attachment to trivial and often misdirected pleasures. It requires total abstinence from all alcoholic drinks, from opium, and from similar habit-forming drugs. It condemns the prostitution of art and of literature, the practices of nudism and of companionate marriage, infidelity in marital relationships, and all manner of promiscuity, of easy familiarity, and of sexual vices.

Shoghi Effendi, *The Advent of Divine Justice*, p. 30

## Learning Objectives and Suggested Activities



### KNOWLEDGE OBJECTIVES

- To know some Bahá'í writings about chastity and purity
- To become familiar with the writings on chaste and holy life

#### SUGGESTED LEARNING ACTIVITIES

- Teach the melody “Be Pure, O People of God.”
- Read some of the Bahá'í writings on chastity and purity.
- Compare dictionary definitions of chastity, purity, and holy life to the meaning of chastity, purity, and holy life as stated in the Bahá'í writings.
- Read the guidance that the Báb, Bahá'u'lláh, ‘Abdu’l-Bahá, and Shoghi Effendi have given to humanity about chastity, purity, and a holy life.



### WISDOM OBJECTIVE

- To understand the importance of living a chaste and pure life

#### SUGGESTED LEARNING ACTIVITIES

- Write a poem about the importance of living a chaste and pure life.
- Use a science experiment to illustrate the qualities of purity.
- Make a collage that illustrates the results of living a chaste and pure life.
- Select a passage from the Bahá'í writings that stresses the importance of a chaste and pure life and make a visual representation of the passage.





## SPIRITUAL PERCEPTION OBJECTIVES

- To reflect on one's purity of mind and its connection to purity of action
- To perceive both individual and social benefits of living a chaste and holy life

### SUGGESTED LEARNING ACTIVITIES

- Identify how purity of mind relates to purity of action.
- Encourage students to develop action goals that will reflect their pure minds and thoughts.
- Invite students to find pictures that illustrate pure actions and will remind them of their goals.
- Invite students to identify chaste actions and then to identify the individual and social benefits of these actions.
- Encourage students to write or draw their conception of a holy life and then to write about or draw the social and individual benefits of their actions.



## ELOQUENT SPEECH OBJECTIVE

- To be able to articulate the importance of chastity for individual, family, and community life

### SUGGESTED LEARNING ACTIVITIES

- Share plans for living a chaste and holy life with parents or other adults.
- Develop and present skits that express the importance of chastity for all members of the community.
- Prepare and present a fireside on the theme of chastity.
- Share with a friend what has been learned about chastity.
- Sing the melody "Be Pure, O People of God" at an event focusing on the importance of chastity.

## TOPIC: CHASTITY AND PURITY

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### Sample Activities

#### ACTIVITY 1: THE SOUL—A SIGN OF GOD

**SPIRITUAL PERCEPTION OBJECTIVE:** To reflect on one's purity of mind and its connection to purity of action

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of consultation; Use of nature

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Small items from nature to stimulate the senses, such as:
  - Leaves, blades of grass, pebbles, sea shells, feathers, flower petals, etc., to see and touch; collect a different item for each student
  - Bell or other pleasant sound that students could recognize easily
  - Rose water or other fragrance that students would recognize
  - Tiny bits of a familiar fruit for each student, as well as a whole fruit
- Access to the outdoors

**Advance Preparation:**

Identify an outdoor area where students may find a small item from nature. If you are in a city, you may wish to place some small objects outdoors where students can find them. If the weather is inclement, find a way for students to have a brief outdoor experience or find another way to allow students to select small objects from the world of nature.

Post the following quotation in the classroom:

Verily I say, the human soul is, in its essence, one of the signs of God, a mystery among His mysteries.

*Bahá'u'lláh, Gleanings from the Writings of Bahá'u'lláh, p. 160*

1. Welcome new and returning students. Arrange introductions all around. Encourage students to share favorite prayers and to share examples of their efforts to translate their beautiful thoughts into beautiful actions. Briefly discuss: What victories can we celebrate? What are we also learning about challenges to our good ideas? Do things always turn out the way we hope? What can we do if something happens in a way that disappoints us? Acknowledge all. Affirm efforts and explain that when we persevere, we gradually see results, little by little, day by day.
2. Invite students to think about the word “sign” and encourage them to think about the signs that they see every day. Invite students to nod their heads when they have a particular sign in mind. When all students have a sign in mind, encourage them to say what the sign is and what the sign does. Does it give instructions?
3. Does it tell us where to find something? What else can signs do?
3. Provide each student with one of the small objects from nature. Explain that these small items are also signs, the signs of something much larger. Invite students to name the larger item, first to the person sitting beside them, and then in the whole group.
4. Provide each student with a tiny bit of fruit. Briefly discuss: These bits are a sign of what object?
5. Encourage students to close their eyes. Ring the bell or use another object to make a pleasant sound. Briefly discuss: This sound is a sign of what object?
6. While students have their eyes closed, spray or pass the fragrance near them. Briefly discuss: This scent is the sign of what object?

7. Explain that “each of the creatures is a sign of God.”<sup>1</sup> Briefly discuss: How can every created thing be a sign of the revelation of God? How can these things—leaves, petals, pebbles, feathers, bits of fruit, or scent—be signs of God? Allow time for students to think and to share in pairs before sharing in the whole group. Consider offering an example, such as: The fragrance might be a sign of God because it reminds us of the sweetness of God’s love. Acknowledge all responses. Then share the words of ‘Abdu’l-Bahá:
- The outer sun is a sign or symbol of the inner and ideal Sun of Truth, the Word of God.
- ‘Abdu’l-Bahá, The Promulgation of Universal Peace, p. 74*
- Briefly discuss: How might the sun be a symbol of the Word of God or the Manifestation of God? Why must we know God through signs and symbols? How else can we know God? Is God a person? Does God look like a person? What else do we know about God?
- Acknowledge all.
8. Explain that God created “all humankind in His own image, and after His own likeness.”<sup>2</sup> Briefly discuss: What might it mean to be created in the image and likeness of God? How does it help us to know that we’re created in the image and likeness of God?
9. Invite student volunteers to read aloud the posted quotation:
- Verily I say, the human soul is, in its essence, one of the signs of God, a mystery among His mysteries.

*Bahá’u’lláh, Gleanings from the Writings of Bahá’u’lláh, p. 160*

Encourage students to turn to the person beside them and discuss: What might be some of the signs of God in a person? Why is the soul a mystery?

10. Invite students to move to the outdoor area and individually find a symbol for the signs of God in them—a symbol that is small enough to be carried in a pocket or book bag. Encourage them to think of ways that this item can be a reminder of the signs of God in them. Encourage them also to think of ways to show this connection through action. Note that if students bring back a leaf or flower, they may choose to press it in a book to preserve it.
11. Invite students to share their items in the whole group and why they selected it. Encourage them also to share one example of an action that can show the signs of God in the world.
12. In the whole group, memorize the posted quotation. Consider writing it on chart paper and reading it over and over. Gradually cover every 4th word with small pieces of paper or sticky notes. Continue reciting until students have memorized this quotation.
13. Encourage students to recite the quotation each day between now and the next class and use the quotation and the object they found as reminders to show their heavenly qualities each day. Encourage students to ask their parents or other members of their households about the spiritual qualities of their grandparents or other members of their family: How did those people show the signs of God within them?
14. Conclude the activity with favorite prayers, such as the prayer taught in the next activity.

<sup>1</sup> ‘Abdu’l-Bahá, *Selections from the Writings of ‘Abdu’l-Bahá*, p. 24

<sup>2</sup> ‘Abdu’l-Bahá, *Selections from the Writings of ‘Abdu’l-Bahá*, p. 79

ACTIVITY 2: A PURE HEART

**SPIRITUAL PERCEPTION OBJECTIVE:** To reflect on one’s purity of mind and its connection to purity of action

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá’í sacred writings; Use of music; Use of memorization; Use of consultation; Use of nature

SUGGESTED TIME FOR ACTIVITY: 20 MIN.

**Materials Needed:**

- One or more shells with shiny mother of pearl on the inside, if available
- One or more real or simulated pearls, if available
- Core Curriculum CD, *Teaching Songs to Children and Youth*, vol. 1, and audio player, if available

**Advance Preparation:**

Learn the song “He Is God” on Resource Page 85, using the CD *Love All the World* by Tim Urbonya, or Core Curriculum CD, *Teaching Songs to Children and Youth*, vol. 1, also available on the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).

1. If available, show students the pearl, the mother of pearl inside a shell, or both. Briefly discuss: What is a pearl? Do we know how it is made? What could happen to the oyster if it doesn’t form a pearl around that grain of sand rubbing against it? How could a pearl be a sign or symbol for purity of heart? What might it mean to have a pure heart?
2. Explain that while ‘Abdu’l-Bahá was in London in 1911, He explained what it means to have a pure heart:  
. . . The true Bahá’í loves the children, because Jesus says they are of the Kingdom of heaven. A simple pure heart is near to God; a child has no worldly ambitions.  

‘Abdu’l-Bahá, in *‘Abdu’l-Bahá in London*, p. 58
3. Explain that our connection with our Creator can help us keep our minds, hearts, and actions pure and free from selfishness. Read aloud the following short prayer and then teach the melody using the methods taught in Teacher Development Workshop 8.  

He is God! O God, my God! Bestow upon me a pure heart, like unto a pearl.  
*‘Abdu’l-Bahá, Bahá’í Prayers*, 1991 U.S. edition, p. 29
4. Encourage students to recite this prayer regularly at home. Remember to invite them to also share it in future Bahá’í classes and other gatherings.

When asked for a definition of a pure heart, ‘Abdu’l-Bahá said:

The pure heart is one that is entirely cut away from self. To be selfless is to be pure.

‘Abdu’l-Bahá, in *‘Abdu’l-Bahá in London*, p. 106

Briefly discuss: What are some examples of selflessness? How can we develop a pure heart?

## TOPIC: CHASTITY AND PURITY

### ACTIVITY 3: BE PURE, O PEOPLE OF GOD, BE PURE

**KNOWLEDGE OBJECTIVE:** To know some Bahá'í writings about chastity and purity

**WISDOM OBJECTIVE:** To understand the importance of living a chaste and pure life

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of music; Use of memorization; Use of consultation; Use of science

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Chart paper and markers
- Core Curriculum CD, *Teaching Songs to Children and Youth*, vol. 2, and audio player, if available
- For classroom demonstration:
  - 2 shallow bowls, pans, or other containers
  - Paper towel
  - Ordinary dirt
  - Water
- For student experiments:
  - 6 small glass jars
  - Water
  - Rubbing alcohol
  - White vinegar
  - Salt
  - 18 leaves with stems
  - 18 leaves without stems
  - Self-stick labels or paper and tape

**Advance Preparation:**

Set up the following demonstration:

- Set up 2 containers, such as cake pans, with one higher than the other. In the higher pan, place approximately 1 cup of water mixed with a tablespoon of dirt. Leave the bottom pan empty. Fold a paper towel into a wadded strip about 1" wide. Place one end of the paper towel in the muddy water and the other end just touching the bottom pan. The water will be drawn to the lower pan, leaving the dirt behind.
- The process takes about 30 minutes. Prepare materials in advance, but allow participants to see the dirty water, empty pan, and dry paper towel. As you introduce the activity, place the paper towel into position and explain that we will witness how the pure water is drawn to the pan that sets itself beneath the muddy water. At the end of the activity, ask the participants to observe what has happened, and how this process demonstrates the quality of humility.

The experiments initiated in Step 10 will be complete after 3 days. Plan to refrigerate the experiments without changing any other conditions from day 3 to day 7 (assuming your class meets weekly) so that students will be able to see their results at the next class.

Learn the melody on Resource Page 86, or on the Core Curriculum CD *Teaching Songs to Children and Youth* (vol. 2), which is also available on the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).

Post the following quotations in the classroom:

Be pure, O people of God, be pure; be righteous, be righteous. . . .

*Bahá'u'lláh, Gleanings from the Writings of Bahá'u'lláh, p. 286*

Let your eye be chaste, your hand faithful, your tongue truthful and your heart enlightened.

*Bahá'u'lláh, Tablets of Bahá'u'lláh, p. 138*



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1. Welcome students. Invite students to share memorized prayers and passages from the Bahá'í writings or other Holy Books.
2. Encourage students to share their reflections on purity, selflessness, and service as well as their efforts to translate their pure thoughts into pure actions. Invite them also to share what they learned about the spiritual qualities or signs of God in their grandparents or other family members. Do they also see some of these same signs in their own hearts? Acknowledge all.
3. Encourage students to think about the world around them. Briefly discuss: What are some examples of purity in the world of nature? What are some pure foods? What else do people try to purify? Introduce a simple demonstration to show the relationship between purity and selflessness:
  - Place the muddy water in the top dish.
  - Place the empty dish in a lower position.
  - Drape the folded paper towel between these 2 dishes. You will begin to see results after about 30 minutes.
4. After setting up this demonstration, teach the melody “Be Pure, O People of God” using the methods taught in Teacher Development Workshop 8.
5. Then invite students read aloud the posted quotation:

Be pure, O people of God, be pure; be righteous, be righteous. . . .

*Bahá'u'lláh, Gleanings from the Writings of Bahá'u'lláh, p. 286*

Briefly discuss: What does it mean to be righteous? What small word is inside the word “righteous”? How can that small word help us understand the meaning of the longer word? What are some examples of righteousness, or doing what is right?

6. Invite volunteers to read aloud the second posted quotation:

Let your eye be chaste, your hand faithful, your tongue truthful and your heart enlightened.

*Bahá'u'lláh, Tablets of Bahá'u'lláh, p. 138*

Briefly discuss: What is an example of an enlightened heart? A truthful tongue? A faithful hand? A chaste eye? Acknowledge all.
7. Explain that God created both male and female in the vegetable, animal, and human kingdoms. Chastity means to be grateful for our bodies as the temple for our souls and to treat our bodies with respect. Briefly discuss: What might it mean to say that the body is a temple for our soul? What are some ways to treat our bodies with respect?
8. As we know, the fact that people are either male or female makes it possible for us to marry and have families. ‘Abdu’l-Bahá tells us:

From the pairing of even the smallest particles in the world of being are the grace and bounty of God made manifest; and the higher the degree, the more momentous is the union. . . . And above all other unions is that between human beings, especially when it cometh to pass in the love of God.

*‘Abdu’l-Bahá, Selections from the Writings of ‘Abdu’l-Bahá, p. 119*

Briefly discuss: How can marriage show the grace and bounty of God? What are some ways that marriage is good for people? What are some ways that it is also good for human civilization?
9. Check the demonstration: Can students begin to see signs of increased purity in the water?
10. Invite students to set up experiments to test the effects of pure and impure environments. Organize teams and provide each team with instructions and materials to set up one of the experiments on Resource Page 87. Circulate as students work to answer questions and provide assistance as needed.

11. After setting up their experiments, invite students to check the demonstration again. Briefly discuss: What do we see? How can this happen? Listen to student comments; then explain that the water moves through the air particles in the paper towel and mud particles are too thick to follow the same path. Discuss: How does this demonstration show the relationship between purity and our submission to the laws of God?
12. Read aloud the following quotation:
 

Know thou that every soul is fashioned after the nature of God, each being pure and holy at his birth. Afterwards, however, the individuals will vary according to what they acquire of virtues or vices in this world.

*‘Abdu’l-Bahá, Selections from the Writings of ‘Abdu’l-Bahá, p. 190*

Briefly discuss: How do we know that every individual is born pure and holy? How can obedience to the laws of God help us acquire virtues and remain pure and holy? How might a pure environment help us acquire virtues and remain true to our own selves? How could an impure environment make it harder for us to do these things? Why must we strive to improve the environment around us?
13. Encourage students to think about their spiritual environment at home, school, and in the community. Briefly discuss: What are some examples of things we can do to make our environment more pure? Record student ideas on chart paper. Encourage students to choose one of these actions to complete over the coming week. Invite students to bring to the next class helpful and harmful (but not repulsive!) examples from their environment to discuss. These could be observations, or they could be recorded music, games, videos, books, magazines, advertisements, or other items.
14. Encourage students also to ask their parents, other adults, or youth that they respect what they do to create a positive spiritual environment and also avoid harmful effects from television, music, games, or other things?
15. Conclude the activity by singing again the melodies “Be Pure, O People of God” and “He Is God!”

#### ACTIVITY 4: DAYSTAR OF HOLINESS

**WISDOM OBJECTIVE:** To understand the importance of living a chaste and pure life

**SPIRITUAL PERCEPTION OBJECTIVE:** To perceive both individual and social benefits of living a chaste and holy life

**ELOQUENT SPEECH OBJECTIVE:** To be able to articulate the importance of chastity for individual, family, and community life

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá’í sacred writings; Use of consultation; Use of science; Engage the mind and heart; Use of drama

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

**Materials Needed:**

- Chart paper and markers
- Science experiments set up in Activity 3, if available
- Copies of Resource Page 88
- Dictionaries
- Markers, colored pencils, or crayons
- Items from home, as described below
- Plain paper and envelopes
- Audio or video player, if desired

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## GOAL: TO CARE FOR ONE'S BODY

# TOPIC: CHASTITY AND PURITY

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### Advance Preparation:

Write the following questions on chart paper to display in the classroom during Step 8.

- How can chastity and purity help me, my family, and my community?
- How can I protect myself from pollution in the spiritual environment?
- What are some ways that we can spread the light of truth in our families, at school, and in the community?

Bring several helpful and harmful examples of music, videos, magazines, or books that students are likely to encounter in their daily lives including magazine advertisements of alcohol, in addition to items students bring from home, naturally avoiding extreme examples.

Reflect on the following quotations as a helpful context for teachers:

Such a chaste and holy life, with its implications of modesty, purity, temperance, decency, and clean-mindedness, involves no less than the exercise of moderation in all that pertains to dress, language, amusements, and all artistic and literary avocations. It demands daily vigilance in the control of one's carnal desires and corrupt inclinations. It calls for the abandonment of a frivolous conduct, with its excessive attachment to trivial and often misdirected pleasures. It requires total abstinence from all alcoholic drinks, from opium, and from similar habit-forming drugs. It condemns the prostitution of art and of literature, the practices of nudism and of companionate marriage, infidelity in marital relationships, and all manner of promiscuity, of easy familiarity, and of sexual vices. It can tolerate no compromise with the theories, the standards, the habits, and the excesses of a decadent age. Nay rather it seeks to demonstrate, through the dynamic force of its example, the pernicious character of such theories, the falsity of such standards, the hollowness of such claims, the perversity of such habits, and the sacrilegious character of such excesses.

Shoghi Effendi, *The Advent of Divine Justice*, p. 30

It must be remembered, however, that the maintenance of such a high standard of moral conduct is not to be associated or confused with any form of asceticism, or of excessive and bigoted puritanism. The standard inculcated by Bahá'u'lláh seeks, under no circumstances, to deny anyone the legitimate right and privilege to derive the fullest advantage and benefit from the manifold joys, beauties, and pleasures with which the world has been so plentifully enriched by an All-Loving Creator.

Shoghi Effendi, *The Advent of Divine Justice*, p. 33

You may also choose to read and reflect on the entire section pp. 29–33 in *The Advent of Divine Justice* or the compilation *A Chaste and Holy Life* prepared by the Research Department of the Universal House of Justice, available online at <http://bahai-library.com/compilations/chaste.life.html>.

1. Welcome students! Consider including the songs learned in Activities 2 and 3 as part of your opening devotions.
2. Invite students to share the results their efforts to create a spiritual environment at home, school, or in the community. Record actions that students took on chart paper. Acknowledge all.
3. Encourage students also to share what they learned from their parents, other adults, or youth they respect about avoiding harmful effects from the environment and creating a positive spiritual environment. Add this information to the chart paper.
4. Invite students to present the results of their experiments: What happened to the leaves? Are the leaves in the liquid the same as the leaves on the stems? What is the difference between pure water and water with impurities? Which plants suffered the most? Why do we think the environment matters to plants? What effect can the environment also have on us? Does this experiment also help us understand why Bahá'u'lláh has forbidden alcohol?



Note that this activity uses the world of nature—in which the salt placed on roads bleeds into the soil; air pollution creates acid rain; and people poison themselves with alcohol—to illustrate the importance of purity in our spiritual environment. Activities that directly address the importance of the environment are included in the Lesson Planning Guide, *The Institutions*, Level 2.

5. Provide students with copies of Resource Page 88. Encourage students to skim through the Hidden Word and look for new words. When they find new words, share them in the whole group. Work together to find the meaning of these words, using dictionaries as desired.
6. Then invite volunteers to read aloud this Hidden Word in the whole group. Invite students to begin decorating the border of the Hidden Word while discussing: What is a daystar? How can a person be a daystar of holiness? How could the defilement of the world be like a cloud over the sun? What does Bahá'u'lláh ask us to do?
7. Then invite students to share the examples they brought to class of the helpful and harmful elements in the spiritual environment at home, at school, and in the community:
  - Listen respectfully to each student and encourage students to listen respectfully to each other even if they have different views. For each item briefly discuss: How could this (item) help us spread light in the world? How might it be like a cloud that covers the light?
  - Allow them to show or play examples of what seems helpful or harmful, but request that students interrupt harmful examples rather than play an entire song with harmful lyrics, etc. The goal is for students to become aware of what is in their environment and learn to distinguish helpful from harmful elements, not to prolong exposure to harmful elements.
8. After this discussion period, invite students to work in teams to prepare 1- or 2-minute skits to show their answers to these questions:
  - Remind students that our goal is to spread the light of God's truth. Encourage them to use the Hidden Word as a standard for deciding whether something is helpful or harmful.
  - Then discuss: Are some things always harmful? Are some things always helpful? Which things might be sometimes helpful and sometimes harmful? Why?
8. After this discussion period, invite students to work in teams to prepare 1- or 2-minute skits to show their answers to these questions:
  - How can chastity and purity help me, my family, and my community?
  - How can I protect myself from pollution in the spiritual environment?
  - What are some ways that we can spread the light of truth to the people around us?

Invite teams to share their skits in the whole group. Applaud all!
9. Provide students with plain paper. Encourage them to write a note to their parents or to their spiritual parents sharing:
  - One thing they learned about themselves as spiritual beings;
  - One thing they learned about the importance of the spiritual environment;
  - One action that they plan to help improve the spiritual environment.

Circulate among students to provide encouragement and assistance as needed.
10. Conclude the activity with favorite prayers and songs.

## TOPIC: CHASTITY AND PURITY

### ACTIVITY 5: PLAYTHING OF THE IGNORANT OR RADIANT STAR?

**SPIRITUAL PERCEPTION OBJECTIVE:** To reflect on one's purity of mind and its connection to purity of action

**ELOQUENT SPEECH OBJECTIVE:** To be able to articulate the importance of chastity for individual, family, and community life

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of music; Use of memorization; Use of consultation; Use of crafts

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

**Materials Needed:**

- Toys for babies or preschool children, one for each student, if available
- Magazine or newspaper pictures, as described below
- Core Curriculum CDs, *Teaching Songs to Children and Youth*, vols. 2 and 3, and audio player, if available
- 12-oz. clear plastic bottle with cap for each student
- Water
- Blue food coloring, if available
- Colored plastic disposable plates (sunny colors, if possible)
- Scissors
- Permanent markers
- Blue or black electrical tape, duct tape, or other waterproof tape
- Glitter, sequins, or plastic confetti
- Golden plastic star or sun shape for each student, if desired

**Advance Preparation:**

Find magazine or newspaper pictures of male and female youth in clothing typical to your region: some clean and modest, some not.

Read the Child Protection Guidelines established by the National Spiritual Assembly of the Bahá'ís of the United States, available online at

[http://www.usbnc.org/comm/docs/bnc/oad/2006\\_0921\\_oad\\_DDBCPProtectionChildrenYouth.pdf](http://www.usbnc.org/comm/docs/bnc/oad/2006_0921_oad_DDBCPProtectionChildrenYouth.pdf).

Learn the melodies on Resource Page 89–91, using CDs by the composers or *Teaching Songs to Children and Youth* vols. 2 and 3, and also available on the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).

Create a sample Star Shaker.

Display the following quotations in the classroom:

The choice of clothing and the cut of the beard and its dressing are left to the discretion of men. But beware, O people, lest ye make yourselves the playthings of the ignorant.

Bahá'u'lláh, *Tablets of Bahá'u'lláh*, p. 23

God has crowned you with honor and in your hearts has He set a radiant star; verily the light thereof shall brighten the whole world!

'Abdu'l-Bahá, *Paris Talks*, p. 68

1. Welcome students. Consider including the following prayer in your opening devotions:

O God, guide me, protect me, make of me a shining lamp and a brilliant star. Thou art the Mighty and the Powerful.

'Abdu'l-Bahá, *Bahá'í Prayers*, 1991 U.S. edition, p. 34

2. Teach the melody for this prayer using the methods taught in Teacher Development Workshop 8 or through simple repetition. Sing additional favorite songs as desired, perhaps including the songs on Resource Pages 85–86 and 90–91 that all celebrate the nobility of students.

3. Invite students to share their efforts to shine as “daystars of holiness” over the past week. What happened when they shared their letters with their parents or spiritual parents? Acknowledge all.
4. Place the toys for babies or very young children in front of the students. Invite them to handle the toys and play with them a little, while discussing: What are these? Who are they for? How should they be used? Are babies wise or ignorant? Is it bad for a baby to be ignorant? Why or why not? When is it good or bad to be ignorant? What might it mean to be a “plaything of the ignorant”? Is a person a plaything?
5. Invite volunteers to put away the toys and then read aloud the posted quotations:

The choice of clothing and the cut of the beard and its dressing are left to the discretion of men. But beware, O people, lest ye make yourselves the playthings of the ignorant.

*Bahá'u'lláh, Tablets of Bahá'u'lláh, p. 23*

God has crowned you with honor and in your hearts has He set a radiant star; verily the light thereof shall brighten the whole world!

*'Abdu'l-Bahá, Paris Talks, p. 68*

Briefly discuss: What do we think it means to have choice in our clothing but to not make ourselves playthings of the ignorant?

6. Show the magazine pictures of youth dressed with and without cleanliness and modesty. Invite students to decide if the youth in those pictures are showing their true nobility or if they're in danger of being seen as playthings of the ignorant. Encourage students to explain their thinking. If students have different views, encourage them to listen respectfully to each other and see if a group consensus can evolve. Allow respectful expression of differing views.

7. After this short discussion period, read again the words of 'Abdu'l-Bahá:

God has crowned you with honor and in your hearts has He set a radiant star; verily the light thereof shall brighten the whole world!

*'Abdu'l-Bahá, Paris Talks, p. 68*

Briefly discuss: What can we do if we feel that someone isn't treating us respectfully or if it seems like they think we're their plaything?

8. Listen carefully to students. Acknowledge all. Then explain that in addition to parents, teachers, and other adults, Bahá'u'lláh has commanded Spiritual Assemblies “to ensure the protection and safeguarding of men, women, and children.”<sup>1</sup> Assure them that if they ever feel in danger you will help them to get the protection they need. Then briefly discuss: What are some actions that we can take to avoid being seen as “playthings of the ignorant”? What else can we do to purify the environment around us?
9. Demonstrate the sample Star Shaker and explain that the radiant stars represent our own spiritual qualities. The sparkles in the water represent the actions we take to purify the environment around us. The bottle represents the power of protection from parents, adults, and institutions.



CONTINUED ON NEXT PAGE ➤

<sup>1</sup> Bahá'u'lláh, *Tablets of Bahá'u'lláh*, pp. 69–70

10. Provide materials, demonstrate techniques, and invite students to create their own Star Shakers, as described below. While students work, consider reading or retelling some or all of the stories on Resource Pages 92–93. Pause between stories to provide encouragement and assistance as needed.
  - Cut star and sun shapes from the colored plastic plates.
  - Use permanent marker to write your own name and the names of some of your spiritual qualities—honor, radiance, truthfulness, etc.—on these plastic shapes.
  - Drop the plastic suns and stars into the plastic bottle, bending them if necessary to get them in.
  - Add glitter, plastic confetti, or other sparkles to the bottle.
  - Fill the bottle with water, leaving 1" of air at the top.
  - Ask a teacher to add 1–2 drops of blue food coloring to the water.
  - Screw the lid tightly closed and tape it shut with waterproof tape.
11. Invite students to share their completed work in the whole group. Encourage them to turn to the person beside them and share the names of their spiritual qualities that they wrote on the stars; the actions to purify the environment represented by sparkles; and the names of adults and institutions responsible for the protection of men, women, and children.
12. Then invite students to think of one specific action to carry out during the coming week to let their light brighten the world. Encourage students to share their ideas in the whole group. Acknowledge all. Conclude the activity with favorite prayers and songs.

Resource Pages

Activity 2: A Pure Heart

# He Is God!

Words: 'Abdu'l-Bahá, *Bahá'í Prayers*, 1991 U.S. ed., p. 37

Music: Tim Urbonya

*Lively*

Voice

The musical score is written for voice in a single system with four staves. The first staff begins with a treble clef, a key signature of one flat (B-flat), and a common time signature (C). A chord symbol 'F' is placed above the first measure. The melody consists of quarter and eighth notes. The lyrics are: 'He is God! O\_\_\_ God, my God. He is God! O\_\_\_ God, my God.' The second staff starts with a measure rest and a '5' above the first note. The lyrics are: 'He is God! O\_\_\_ God, my God. He is God! O\_\_\_ God, my God. Be-'. The third staff starts with a measure rest and a '9' above the first note. The lyrics are: 'stow up - on me a\_\_\_ pure heart like un - to a pearl. \_\_\_ Be-'. The fourth staff starts with a measure rest and a '13' above the first note. The lyrics are: 'stow up - on me a\_\_\_ pure heart like un - to a pearl. \_\_\_\_\_'. The piece ends with a double bar line.

He is God! O\_\_\_ God, my God. He is God! O\_\_\_ God, my God.

5 He is God! O\_\_\_ God, my God. He is God! O\_\_\_ God, my God. Be-

9 stow up - on me a\_\_\_ pure heart like un - to a pearl. \_\_\_ Be-

13 stow up - on me a\_\_\_ pure heart like un - to a pearl. \_\_\_\_\_

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Activity 3: Be Pure, O People of God, Be Pure

# Be Pure, O People of God

Words: Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, pp. 138, 286

Music: Ernestine Atkins

$\bullet = 63$  C G7 C

Voice

Be pure, O peo-ple of God, be pure; be\_\_\_ pure, O peo-ple of God, be pure; be

5 G7 C

pure, O peo-ple of God, be pure; be\_\_\_ right-eous, be\_\_\_ right - eous. Be

9 C G7 C

pure, O peo-ple of God, be pure; be\_\_\_ pure, O peo-ple of God, be pure; be pure, O peo-ple of

14 G7 C

God, be pure; be\_\_\_ right - eous, be\_\_\_ right - eous. Let your

17 F C G7

eye be chaste, your hand faith - ful, your tongue truth - ful

22 C

and your heart en - light - ened. Let your

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**Activity 3: Be Pure, O People of God, Be Pure****Experiment 1**

## Materials:

- 2 small glass jars
- Water
- Acid (white vinegar)
- 6 leaves with stems
- 6 leaves without stems
- Labels
- Paper to write observations

## Directions:

- Label 1 jar “water” and fill it with plain tap water. Label the other jar “acid water” and fill it with half vinegar and half water. Immerse 3 leaves without stems in each jar. Stand 3 leaves with stems in each jar.
- Write your observations: What do the leaves look like now? What do you guess will happen to the leaves in the 2 jars?
- Find a way to check the leaves after a few days or place your experiment in the refrigerator at that time. Record your observations after 3 days at room temperature (or after 3 days at room temperature plus 3–4 days in the refrigerator).

**Experiment 2**

## Materials:

- 2 small glass jars
- Water
- Rubbing alcohol
- 6 leaves with stems
- 6 leaves without stems
- Labels
- Paper to write observations

## Directions:

- Label 1 jar “water” and fill it with plain tap water. Label the other jar “alcohol and water” and fill it with half rubbing alcohol and half water. Immerse 3 leaves without stems in each jar. Stand 3 leaves with stems in each jar.
- Write your observations: What does look like now? What do you guess will happen to the leaves in the 2 jars?
- Find a way to check the leaves after a few days or place your experiment in the refrigerator at that time. Record your observations after 3 days at room temperature (or after 3 days at room temperature plus 3–4 days in the refrigerator).

**Experiment 3**

## Materials:

- 2 small glass jars
- Water
- Salt
- Measuring tablespoon
- 6 leaves with stems
- 6 leaves without stems
- Labels
- Paper to write observations

## Directions:

- Label 1 jar “water” and fill it with plain tap water. Label the other jar “salt water.” Fill it with tap water then add 4 tablespoons of salt. Stir to dissolve the salt. Immerse 3 leaves without stems in each jar. Stand 3 leaves with stems in each jar.
- Write your observations: What do the leaves look like now? What do you guess will happen to the leaves in the 2 jars?
- Find a way to check the leaves after a few days or place your experiment in the refrigerator at that time. Record your observations after 3 days at room temperature (or after 3 days at room temperature plus 3–4 days in the refrigerator).

Activity 4: Daystar of Holiness

O My Friend!  
Thou art the daystar of the  
heavens of My holiness,  
let not the defilement of the  
world eclipse thy splendor.  
Rend asunder the veil of  
heedlessness, that from behind  
the clouds thou mayest emerge  
resplendent and array all things  
with the apparel of life.

Bahá'u'lláh, *The Hidden Words*, Persian no. 73



Activity 5: Plaything of the Ignorant or Radiant Star?

# O God, Guide Me

Words: 'Abdu'l-Bahá, *Bahá'i Prayers*, 1991 U.S. ed., p. 34

Music: Tim Urbonya

Voice

The musical score is written on a single treble clef staff in common time (C). It consists of three lines of music. The first line starts with a C chord and contains the lyrics: "O God, (O God) guide me (guide me) pro-". The second line starts with a 5 and contains the lyrics: "tect me (pro - tect me), make of me (make of me) a". The third line starts with a 9 and contains the lyrics: "shin-ing lamp and a brill-iant star Thou art the Might-y and the Pow-er-ful." Above the staff, chords are indicated: C, F, C, F, C, F, C, Bb, F, C, F, C. The piece ends with a double bar line.

O God, (O God) guide me (guide me) pro-

5 tect me (pro - tect me), make of me (make of me) a

9 shin-ing lamp and a brill-iant star Thou art the Might-y and the Pow-er-ful.

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TOPIC: CHASTITY AND PURITY

Activity 5: Plaything of the Ignorant or Radiant Star?

# Radiant Star

Words: Bahá'u'lláh

Music: Tim Urbonya

The musical score is written in 4/4 time with a key signature of one flat (Bb). It consists of eight staves of music. Each staff includes a guitar chord diagram above the staff and lyrics below the staff. The lyrics are: "God has crowned you with ho - nor and in your heart has He set a ra - di - ant, ra - diant star. Ve - ri - ly the light there - of shall brighten the whole world. Ra - di - ant star, Ra - di - ant star, ve - ri - ly the light there - of shall brighten the whole world." The chords used are F, C, F, Bb, C, F, Gm7/F, F, Gm7/F, Bb/F, F, C, F, Bb, C7, F, C, F, C, Bb, C7, and F.

Activity 5: Plaything of the Ignorant or Radiant Star?

# Hands of Power

Words : Bahá'u'lláh, *The Hidden Words*, Arabic no. 12

Music: Ernestine Atkins

$\text{♩} = 100$

Voice

F C F C

“With the hands of pow-er I made thee and with the fin-gers of

6 F B $\flat$

strength” you know that “I cre a - ted thee; and with - in thee have I placed the

11 F G m F B $\flat$  F C

es-sence \_\_\_ of My light. Be thou \_\_\_ con-tent with it and seek naught

16 F G m F

else, for My work is per-fect and My \_\_\_ com - mand is bind-ing. for My

21 C7 F

work is per - fect and My \_\_\_ com - mand is bind-ing. for My work is

26 B $\flat$  C F G m F B $\flat$

per - fect and My \_\_\_ com - mand is bind-ing. Ques-tion it not, nor

31 F G m F

have a doubt \_\_\_ there - - - of.”

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Activity 5: Plaything of the Ignorant or Radiant Star?

Of that personal purity and cleanliness, which is still so rare in many parts of the world, ‘Abdu’l-Bahá was the prime example, and it too is obviously conducive to health. Florence Khánum writes that He was “dazzlingly, spotlessly . . . shining, from snowy turban-cloth, to white, snowy hair falling upon His shoulders, to white snowy beard and long snowy garment. . . . Although it was high noon, in summer, . . . His attire was crisp and fresh-looking, as though He had not been visiting the sick, and in prison, and toiling for mankind since early morning. Often a deliciously fresh rose was tucked in His belt.”

Marzieh Gail, *The Sheltering Branch*, p. 75

Lua enjoyed being in our home with “her family” as she called us. I remember that she liked to sit in the corner of the room so that she could look into the face of each person while she spoke. Lua was a lovely portrait in her blue costume. She had pretty brown hair, ivory skin, naturally red lips, and blue eyes which were accentuated by a soft blue scarf falling from her hat across her shoulders. A celestial radiance seemed to surround her as she spoke with a simplicity and charm that attracted many people to the Faith.

Lua had at one time enjoyed wearing beautiful, fashionable clothes. She told me that one day when she was in ‘Akká, ‘Abdu’l-Bahá sent for her and showed her a sketch He had drawn of simple wearing apparel. He instructed her to have garments made like those in the sketch and from that time on to wear them. One of Lua’s outstanding virtues was her strict obedience to ‘Abdu’l-Bahá’s slightest wish; so she had the garments made. The dress was a lovely shade of dark blue—with a matching wrap, like an ‘abá, for summer, and for winter a long coat of the same color, trimmed with velvet collar and cuffs. From the sides and back of a small, round hat, of a matching blue, silky material, a full scarf fell to her waist. Later on she told me that the unusual blue costume had proved to be a safeguard to her during hazardous experiences in many countries as she traveled in service to the Faith.

Ramona Allen Brown, *Memories of ‘Abdu’l-Bahá*, p. 11

**Activity 5: Plaything of the Ignorant or Radiant Star?**

While ‘Abdu’l-Bahá was walking in the rose-garden he passed by Hájí Mullá Abú Tálíb, the very old man with stooped shoulders and long beard. He looked at him, then at others, and smiled.

“Hájí Mullá Abú Tálíb, is my friend,” He said. “He looked just as old forty years ago when he came to this blessed spot for the first time. Now he has come never to leave. Are you well and happy? How can you descend and ascend the mountain every day?”

Then He came very near to him and looked at his thin and probably soiled overcoat.

“Hast thou not received thy new overcoat? I have brought one for thee. I will send it up for thee. Man must keep his clothes always clean and spotless.”

He answered: “I am not particular about my outward clothes, but the robe of the virtue of God is necessary for us.”

Immediately ‘Abdu’l-Bahá’s face lighted up:

“Thou art right, the believers of God must ever strive to clothe their spiritual bodies with the garment of the virtue of God, the robe of the fear of God, and the vesture of the love of God. These robes will never become threadbare. They will never be out of fashion. Their market values do not fluctuate. They are always negotiable and ever on demand. They are the means of the adornment of the temple of man and woman.

“But the outward raiment must also be clean and immaculate, so that the outer may be a faint expression of the inner. Cleanliness is one of the fundamental laws of this religion.”

*Star of the West*, vol. 7, no. 17, pp. 168–69

**GOAL: TO CARE FOR ONE'S BODY**

## **TOPIC: CHASTITY AND PURITY**

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### **LIST OF ADDITIONAL RESOURCES**

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#### **Worksheets and Coloring Pages:**

*Brilliant Star* magazine:

“Your Royal Robe,” Nov/Dec 2005

#### **Activities:**

*Brilliant Star* magazine:

“How’s Your Body Image,” Nov/Dec 2005

#### **Music:**

*Brilliant Star* magazine:

“Be Pure, O People of God,” Mar/Apr 2004

*Healthy Planet, Healthy People*, “My Body”

*Leslie & Kelly*, “Spiritual Side”

#### **Other Favorite Resources:**

If you find any additional resources, please notify the Office of Education and Schools at the Bahá’í National Center, email [SCHOOLS@usbnc.org](mailto:SCHOOLS@usbnc.org), or submit your findings to the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).

# TO DEVELOP ONE'S SOCIAL LIFE

## SERVING THE WORLD AND HUMANITY

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
RESPECT, FRIENDLINESS, GENEROSITY OF SPIRIT**

Service to the world of humanity should be obligatory. Every student should know, with perfect certainty, that he is the brother of the people of all religions and nations and that he should be without religious, racial, national, patriotic or political bias, so that he may find the thoughts of universal peace and the love of humankind firmly established in his heart. He should know himself as a servant of human society of all the countries in the world. He should see God as the Heavenly Father and all the servants as his children, counting all of the nations, parties, and sects as one family. The mothers in the homes, the teachers in the schools, the professors in the universities, and the leaders in the lofty gatherings, must cause these thoughts to be penetrative and effective, as the spirit circulating in the veins and nerves of the children and pupils, so that the world of humanity may be delivered from the calamities of fanaticism, war, battle, hate and obstinacy, and so that the nether world may become the paradise of heaven.

‘Abdu’l-Bahá, in *Star of the West*, vol. 17, no. 5, p.161

Among these children many blessed souls will arise if they be trained according to the Bahá’í teaching.

‘Abdu’l-Bahá, in “Bahá’í Methods of Education,” *Star of the West*, vol. 9, no. 8, p. 90

## Learning Objectives and Suggested Activities



### KNOWLEDGE OBJECTIVES

- To become familiar with the Bahá'í writings on service to humanity as every individual's responsibility
- To know the Bahá'í writings about treatment of the poor
- To become familiar with the Bahá'í writings about the importance of beautifying the environment

### SUGGESTED LEARNING ACTIVITIES

- Read selections from the Bahá'í writings on service to humanity as one's individual responsibility.
- Memorize passages from the Bahá'í writings about the treatment of the poor.
- Identify Bahá'í writings about the importance of beautifying the environment.
- Create melodies to selected passages from the Bahá'í writings on beautifying the environment.



### WISDOM OBJECTIVES

- To understand that service to humanity is a source of true happiness
- To appreciate the importance and benefits of serving the poor for the spiritual health of humanity as a whole
- To understand the importance of the environment for a better life for the whole world

### SUGGESTED LEARNING ACTIVITIES

- Create a picture book with selections from the Bahá'í writings on the importance of a healthy environment for a better world.
- Make a list of passages from the Bahá'í writings demonstrating how to treat the poor. Then list the benefits to humanity's spiritual health.
- Explain how service to humanity brings happiness.
- Invite students to select a passage from the Bahá'í writings on service, treatment of the poor, or establishing a healthy environment, and to make a visual representation of their understanding.
- Share stories about 'Abdu'l-Bahá's treatment of the poor.





## SPIRITUAL PERCEPTION OBJECTIVES

- To perceive ways one can serve the community at large
- To discern the distinction between serving one's own loved ones and serving the large world of humanity
- To reflect on one's opportunities to serve the poor
- To perceive one's role in maintaining a beautiful and healthy environment

### SUGGESTED LEARNING ACTIVITIES

- Read the Bahá'í writings on service to the community at large and identify ways in which one could serve the community.
- Invite students to identify ways that they might be able to serve the poor, either within a group, as a family, or as individuals.
- Invite students to explain the distinction between serving their own loved ones and serving the world of humanity.
- Encourage students to read the Bahá'í writings on maintaining a beautiful and healthy environment, and identify places in their community that would benefit from cleaning and beautification. Discuss ways in which they can become agents of change.



## ELOQUENT SPEECH OBJECTIVES

- To demonstrate deeds of service to the larger community
- To develop personal plans of regular habits of service in the community
- To engage one's family and one's community in service to the poor
- To demonstrate respect for beauty and health of the environment through one's own actions
- To be able to share the Bahá'í writings about treatment of the poor
- To be able to recite from the Bahá'í writings on the value of maintaining a beautiful and healthy environment

### SUGGESTED LEARNING ACTIVITIES

- Identify service needed in the community—such as assisting younger children to read—and joyfully provide this service.
- Develop a plan for regular service in the community and share the fruits of this service at each Nineteen Day Feast.
- Have students make a plan for their family or community to serve regularly at a local food bank or soup kitchen.
- At a community gathering, share passages from the Bahá'í writings about the treatment of the poor and engage the community in consultation about service.
- As a class, host the Nineteen Day Feast of Beauty, using passages from the Bahá'í writings on the beauty of the environment.

## TOPIC: SERVING THE WORLD AND HUMANITY

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### Sample Activities

#### ACTIVITY 1: OUR CAPACITY TO SERVE HUMANITY

**KNOWLEDGE OBJECTIVE:** To become familiar with the Bahá'í writings on service to humanity as every individual's responsibility

**WISDOM OBJECTIVE:** To appreciate the importance and benefits of serving the poor for the spiritual health of humanity as a whole

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of stories; Use of consultation; Use of reflection Use of drama; Involve service

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

**Materials Needed:**

- Chart paper and markers
- Plain paper
- Scenarios from Resource Page 107

**Advance Preparation:**

Post the following quotation in the classroom:

Cleanse ye your eyes, so that ye behold no man as different from yourselves. See ye no strangers; rather see all men as friends, for love and unity come hard when ye fix your gaze on otherness. . . . For each of the creatures is a sign of God . . . therefore they are not strangers, but in the family; not aliens, but friends, and to be treated as such.

*'Abdu'l-Bahá, Selections from the Writings of 'Abdu'l-Bahá, p. 24*

Copy the scenarios on Resource Page 107. Cut them apart, fold them, and place them in a basket or other container.

Display the following questions in the classroom during Steps 9–13:

- Who in our family or in our neighborhood sees no strangers but treats all people as friends?
- What is an example of this person's good deeds?

1. Welcome students. Invite them to share the examples of service to others that they've noticed in the people around them: Who serves? What attracts our hearts about their service? Invite students also to share highlights of their efforts to develop their own spiritual qualities in service to others. Acknowledge all.
2. Explain that the class will work together over the next few weeks to develop our own capacities for service to humanity. We'll begin with a game to explore some of our similarities and differences.
3. Explain that you will pose some questions and invite all students to decide for themselves where they stand. They will then move to one side of the room or the other, depending on their answer. If they feel they must, students may remain in the center. Begin by asking students to choose between a preference for apples (move to one side of the room) or oranges (move to the other side of the room). Then move rather rapidly through a series of choices, including some you make up based your knowledge of your class. Some choices to offer:
  - Apples or oranges
  - Oranges or bananas
  - Hot dogs or hamburgers
  - Pizza or ice cream
  - Vanilla or chocolate
  - Math or English

## TOPIC: SERVING THE WORLD AND HUMANITY

- Soccer or swimming
  - Classical or rock music
  - Cats or dogs
  - Words or pictures
  - Television or video games
  - Music or talking
  - Orange or purple
  - Summer or winter
  - Spring or fall
4. Briefly discuss: Did we always stay on the same side of the room or did we find ourselves moving back and forth? Did we always move with the same people or did we find ourselves in different groupings? Why do we think this is so?
  5. Affirm the infinite variety in every aspect of creation—leaves, flowers, sea shells, rocks, snow flakes, and human beings. Briefly discuss: Why do we think that there is such diversity in the world?
  6. Listen carefully to student comments; then read aloud the following quotation twice:
 

O ye lovers of this wronged one! Cleanse ye your eyes, so that ye behold no man as different from yourselves. See ye no strangers; rather see all men as friends, for love and unity come hard when ye fix your gaze on otherness. . . . For each of the creatures is a sign of God . . . therefore they are not strangers, but in the family; not aliens, but friends, and to be treated as such.

*‘Abdu’l-Bahá, Selections from the Writings of ‘Abdu’l-Bahá, p. 24*

Briefly discuss: What does ‘Abdu’l-Bahá say we should do with our eyes? Why? And how should we treat people? Why?
  7. Remind students that ‘Abdu’l-Bahá was the perfect example of all Bahá’í teachings. Provide students with plain paper and markers. Invite them to listen carefully while you read aloud the story about ‘Abdu’l-Bahá on Resource Page 106. Encourage them to create a simple sketch to illustrate a favorite aspect of the story, without drawing ‘Abdu’l-Bahá.
  8. After finishing the story, allow students to finish their sketches and copy all or part of the posted quotation onto their papers. Invite them to show their sketches and explain them if they like. Acknowledge all. Explain that they will use these papers later in the class.
  9. Then invite one or more students to read aloud the posted quotation. Briefly discuss: How did ‘Abdu’l-Bahá show the men in the Bowery Mission that He didn’t see them as strangers but as friends? How did He serve them spiritually? How did He also serve them in a very practical way? Do we know other people, maybe even in our own family, who strive to follow the Master’s example?
  10. Explain that in future classes we will continue to explore these ideas. Then continue the discussion: What about at school? Do we notice that sometimes people are treated as if they’re strangers, not friends? What does that look like? Feel like? What are some practical ways that we can see no strangers, but rather see all people as friends? How does a friend treat a friend? Are teachers friends? New students? People who are old or sick? People with disabilities? Neighbors next door? Who else can be a friend? Record student suggestions for treating people as friends on chart paper.
  11. Organize the class into teams of 2–3 students. Invite each team to select a role-play scenario out of a basket, a situation in which they follow the example of ‘Abdu’l-Bahá and see each person as a friend. After a few minutes’ preparation, invite teams to share their brief role-plays (1–2 min.) in the whole group.
 

After each drama briefly discuss: What was the situation? How did the drama show the example of ‘Abdu’l-Bahá? Repeat as desired. Applaud all!

Briefly discuss: How do these role-plays help us practice seeing all people as friends, not strangers?

CONTINUED ON NEXT PAGE ➤

12. Play background music. Encourage students to think carefully about their own lives and all the people they see in their neighborhoods, at school, and in other places. Encourage them to think about all these people, one by one by one. Then encourage them to imagine 'Abdu'l-Bahá walking down their street and seeing these people. Imagine 'Abdu'l-Bahá walking down the hallway at school and entering their classroom, and then going out to recess, lunch break, or to the school bus. Silently reflect: What would 'Abdu'l-Bahá see? What would He do? What would He say?
13. Encourage students to return to the papers they used for their sketches and to think of one place where they go regularly in their school or neighborhood. Encourage them to imagine 'Abdu'l-Bahá by their side while they're there and to think what could they do to follow the example of 'Abdu'l-Bahá? How would they do it? Encourage students to write or draw their plan on this same paper or another paper. Encourage them to copy the posted questions on another piece of paper, to ask their parents or another adult before the next class.
14. When students are ready, invite them to select favorite songs and prayers to conclude the activity. Remind them that they will have the opportunity to share their answers to the questions and their own experiences at the beginning of the next class.

## ACTIVITY 2: TEASING, BULLYING, OR TEACHING PEACE

**SPIRITUAL PERCEPTION OBJECTIVE:** To perceive ways one can serve the community at large

**ELOQUENT SPEECH OBJECTIVE:** To develop personal plans of regular habits of service in the community

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of consultation; Use of stories; Use of art; Use of drama

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

**Materials Needed:**

- Chart paper and markers
- Copies of Resource Page 108
- Paper for students

1. Welcome students. Invite them to share the results of their plans to follow the example of 'Abdu'l-Bahá in their service to others. Did they perceive unexpected bounties? Would they be able to say that service to others is a source of joy? What did they learn from their parents or other adults about those who treat all people as friends? Did they notice other people at school or in their neighborhood offering service? Acknowledge all.
2. Write the words teasing, bullying, and disrespect on chart paper. Pose the questions: What do these words bring to mind? What is an example of teasing, bullying, or disrespect that you've seen with your own eyes or experienced personally? Encourage students to think briefly about these experiences and when they have an experience in mind that they'd feel comfortable sharing with another person, to nod their heads. When all students are ready, invite them to share their memory—using Person A, Person B, or “my friend” instead of the names of other people—with the person beside them. Allow a few minutes for this pair-share.

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3. Then invite one or two volunteers to share their memories in the whole group, without mentioning names. Sketch a diagram of the experience on chart paper as the student speaks, showing the position of Person A, Person B, and any other people involved. Indicate words, gestures, or other movements with simple lines. When the person is finished, ask: Does this diagram show the situation? If not, invite the student to adjust it. Sketch simple additions to the diagram for the second story, check for accuracy, and adjust it again as appropriate.

4. In the whole group, invite students to reflect again: What are some examples of times when a situation started out as if there would be disrespect, teasing, or bullying but something else happened? Encourage them to search their memories and find a time when the situation turned out even a little better than expected. When all students have a memory in mind, encourage them to share again with the person beside them without mentioning the names of the people involved. Be sure to include the positive role of bystanders or other helpers, if appropriate. Allow a few minutes for this pair-share.

5. Again in the whole group, invite one or two volunteers to share their memory. Create a simple sketch on chart paper to diagram the experience, check for accuracy, and adjust the diagram as appropriate.

6. Invite the class to compare these two diagrams: How are they the same and how are they different? What happened to make the difference? What did someone say or do that lead to a better ending? Acknowledge all.

7. Share the following example of 'Abdu'l-Bahá's response to bullying:

When Shoghi Effendi was young, he went to visit 'Abdu'l-Bahá in Egypt. One day Shoghi Effendi, 'Abdu'l-Bahá, and an important dignitary rode in a rented carriage to the Master's house. When they arrived, 'Abdu'l-Bahá asked the driver what He owed. The muscular coachman demanded a huge price, far more than the real amount.

'Abdu'l-Bahá refused to pay it. The man insisted. He grabbed the Master by the sash and pulled Him roughly back and forth, demanding and demanding this price. Shoghi Effendi was too small to help the Master. He felt horrified and humiliated in front of the distinguished guest.

'Abdu'l-Bahá remained perfectly calm. He refused to give in. The man finally gave up. The Master paid him exactly the right amount and told him that he had lost the good tip He had planned to give him. 'Abdu'l-Bahá calmly walked away, followed by Shoghi Effendi and His guest!

Adapted from Rúhíyyih Khánum, *The Priceless Pearl*, p. 23

Briefly discuss: How did Shoghi Effendi feel? How did the driver feel? How did the Master's words and actions change the situation? How do we imagine Shoghi Effendi might have felt when it was all over? What can we learn from the Master's example?

Record student comments on chart paper.

8. Provide students with copies of Resource Page 108. Encourage them to work in two groups to study the quotations as suggested at the top of the page. After allowing time for students to read and discuss, provide the groups with chart paper and markers. Circulate as students work to provide encouragement and assistance as needed.

CONTINUED ON NEXT PAGE ➤

9. Invite teams to share their drawings in the whole group. Applaud all. Briefly discuss: What are some actions that promote peace? Why is peacemaking a service to humanity?
10. Return to the diagrams created in Step 3. Briefly discuss: How can we bring peace to these situations? What could Person A, Person B, and Person C do? What are some ways to give courteous answers or make courteous requests without giving in? Are there times when simply ignoring someone's words or actions can help? What could other people also do to help? Record student ideas on chart paper.
11. Invite students to return to their study groups. Encourage each team to think of words and actions to give a better ending to one of the situations described in Step 2. They may also invent roles for other people, including adults if they like. Remind students that it is the responsibility of institutions to provide for the protection of men, women, and children. Parents, teachers, and all others also share this responsibility. Circulate as teams work to provide encouragement or assistance as needed. Invite them to share their results in the form of a brief (2-min.) role-play. Applaud all.
12. Play quiet background music. Invite students to reflect on their own situations at home, at school, and in their neighborhood: Do they see or experience teasing or bullying? What words or actions would make a difference, including help from adults?
13. Provide paper or encourage students to use the back of Resource Page 108 to write or draw their action plan to promote peace with the people around them. Circulate as students work to provide encouragement or assistance as needed.
14. Conclude the activity with prayers for divine assistance.

### ACTIVITY 3: SEE THE GOOD

**WISDOM OBJECTIVE:** To understand that service to humanity is a source of true happiness

**SPIRITUAL PERCEPTION OBJECTIVE:** To perceive ways one can serve the community at large

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of art; Use of reflection; Establish bonds of unity and friendship

SUGGESTED TIME FOR ACTIVITY: 50 MIN.

**Materials Needed:**

- Chart paper and markers
- Paper and crayons or markers for students
- Larger pieces of colored paper for students
- Scissors
- Glue or tape
- Magazine pictures, if desired
- Small pieces of paper for students to present to each other

**Advance Preparation:**

Post the following quotations in the classroom:

Peace must first be established among individuals, until it leadeth in the end to peace among nations.

*‘Abdu’l-Bahá, Selections from the Writings of ‘Abdu’l-Bahá, p. 246*

1. Welcome students. Invite them to share the results of their efforts to promote peace with the people around them.  
Can they think of a time that they arose to serve and realized that their service not only made a difference in the world but also brought happiness to themselves? What else would they like to share about their week? Acknowledge all.

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2. Explain that ‘Abdu’l-Bahá gives us a recipe for peace. He tells us:

To look always at the good and not at the bad. If a man has ten good qualities and one bad one, to look at the ten and forget the one; and if a man has ten bad qualities and one good one, to look at the one and forget the ten.

‘Abdu’l-Bahá, quoted by J.E. Esslemont, *Bahá'u'lláh and the New Era*, p. 83

Encourage students to turn to the person beside them and say what ‘Abdu’l-Bahá tells us to do. Then in the whole group, briefly discuss: What are some good qualities? Record this list on chart paper.

3. Provide students with paper and crayons or markers. Encourage them to draw an eye as large as the paper, including the iris and pupil. Encourage them to write or draw symbols of at least 3 good qualities that they see in themselves inside the pupil of this eye. Display these papers on the wall.
4. If your class is large, organize students into smaller groups for Steps 4 and 5. Provide students with paper, so that students have a small piece of paper for each person in their group. Encourage them to write the name and then write or draw a symbol for one good quality that they see in each person in their group. Play background music while students work. Circulate to provide encouragement and assistance as needed.
5. When all students have completed their work, gather students in a circle. Encourage students to present their papers to each person in turn, saying something like: “Melody, I see fairness in you. James, I see kindness in you. Sarah, I see courage in you.” They may also give examples of these qualities if they like.
6. After students present their papers to each other, encourage them to return their own pictures to write or draw all around the eye some ways that they can use their good qualities (seen by themselves and others) in service to all people.

Remind students that through our good qualities we see all people as friends, not strangers. How can they show themselves treating all people as friends? Provide colored paper. Students may choose to extend their drawings onto the colored paper, incorporate their gift papers into this border, or use magazine pictures to show ways they can use their good qualities to serve all people.

7. When students complete their work, invite them to share their pictures in the whole group. Invite two volunteers to read aloud the posted quotation. Briefly discuss: How does it promote peace when we see the good qualities in each other? When we see ourselves as servants of all humanity?
8. Read aloud the following story of:

‘Abdu’l-Bahá’s answer to one who asked Him why it was that those who came from His presence possessed a shining face. He said, with that sublime smile . . . that if it were so it must be because He saw in every face the face of His Heavenly Father.

Howard Colby Ives, *Portals to Freedom*, p. 46

Briefly discuss: What are some ways that we can show that we see the good qualities—and the face of our Heavenly Father—in every face? Record student ideas on chart paper. Read again the list of role-play situations from Resource Page 107 used in the previous activity.

Encourage each student to select one of these situations or choose another situation to show that they see the good in all people. When students have a plan in mind, encourage them to share that plan with the person beside them. Remind students that they will have the opportunity to share the results of their actions at the beginning of the next class.

9. Concluded the activity with favorite songs and prayers.

## TOPIC: SERVING THE WORLD AND HUMANITY

### ACTIVITY 4: TEACHING PEACE, SERVING HUMANITY

**ELOQUENT SPEECH OBJECTIVE:** To demonstrate deeds of service to the larger community

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of consultation; Involve service

SUGGESTED TIME FOR ACTIVITY: 50 MIN. + SERVICE PROJECT

**Materials Needed:**

- Chart paper and markers
- Small pieces of paper or index cards
- Basket or other container

**Advance Preparation:**

Research possibilities for community service appropriate to your students, such as:

- Volunteer service at school as crossing guards, peacemaker teams at recess, reading buddies for younger classes, preparing a peace presentation for one's class at school, preparing a peace presentation packet for one's teacher.
- Volunteer service in a community food bank, homeless shelter, or trash pick-up in a park or other public area.
- Visit newcomers, neighbors, elders, people who are ill, or families with very young children to share a quotation card, song, story, or activity.

Post the following quotations in the classroom:

Peace must first be established among individuals, until it leadeth in the end to peace among nations.

‘Abdu’l-Bahá, *Selections from the Writings of ‘Abdu’l-Bahá*, p. 246

. . . Order your lives in accordance with the first principle of the divine teaching, which is love. Service to humanity is service to God.

‘Abdu’l-Bahá, *The Promulgation of Universal Peace*, p. 8

NOTE: Activities pertaining directly to the environment are described in Lesson Planning Guides: *The Institutions*, Level 2, pp. 112–14; and *Oneness of Humanity*, Level 3, pp. 14–18.

1. Welcome students. Invite them to share the results of their service and also examples of the service they see in others. Acknowledge all.
2. Briefly discuss: How have we noticed that service brings happiness to ourselves and others? What difference does it make to see the good in people? Listen carefully to student responses; then share the following story:  

One day Bahá'u'lláh jokingly asked a distinguished early believer, Mírzá Ja'far, "Your excellency, the scholar, do you wish me to reveal to you some of your bad qualities?" Mírzá Ja'far's prompt reply was, "No thank you." His response, full of wit and humor, delighted the heart of Bahá'u'lláh.

Adib Taherzadeh, *The Revelation of Bahá'u'lláh*, vol. 4, p. 245
3. Enjoy the humor; then invite volunteers to read aloud the posted quotations twice. Briefly discuss: How can peace among individuals lead to peace among nations? Why do we think that love is the first principle of divine teaching? How can service to humanity be the same as service to God?
4. Explain that the class has the opportunity to serve the community at school, in the neighborhood, or in the town or cluster, by teaching others about peace. Invite students to silently reflect on the following question, share with the person beside them, and then share their response in the whole group: What is it that we would most like to teach people? Record student ideas on chart paper.



## TOPIC: SERVING THE WORLD AND HUMANITY

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5. Explain that there are many, many ways that we can teach people—those we know and those we don't yet know—by our words and by our actions. Share 2–3 of the examples you've identified for community service. List these on chart paper. Invite students to think of additional possibilities and add these ideas to the list. Briefly discuss: What are some facts that we know about these service options? What spiritual qualities would be needed? What time would be needed? What else would be needed? How would we be using our words and our actions to promote peace in the world? What might be the outcome?
6. Provide students with small pieces of paper or index cards. Invite them to think about all these options, write one or two preferences for service on the paper, and place their papers in the basket.
7. When all are ready, read these papers in the whole group. After reading all suggestions, discuss: What are the similarities and differences in our ideas? Do we see ways to combine ideas? Continue the discussion until the class reaches agreement on a service plan. Use whole-group consultation to create a rough outline of this plan.
8. Organize students into small teams to work on logistics or begin to prepare materials to carry out the class plan. Circulate as students work to provide assistance and encouragement as needed. Consider such questions as:
  - Whose permission or assistance would be needed to carry out this plan? Who will make this request? How? When? Could we contact them now?
  - What materials, supplies, or transportation would be required? How could the class make or borrow needed items? Could we begin now?
  - When could this plan be completed? What steps can we take today?
9. After allowing time for teams to work on these tasks, invite them to share their results in the whole group. Acknowledge all. Briefly discuss: Do we see ways to combine ideas? What would make our plan stronger? In the whole group, consult and agree on details of the class plan. Create a timeline and a means to follow-up with each other, as desired.
10. When plans are complete, briefly discuss: What spiritual qualities will be necessary for us to be successful in our service? How will we be able to tell that we're successful? Would we like to report our service to our Local Spiritual Assembly or share our plans for service at the Nineteen Day Feast or other gathering?
11. Encourage students to persevere in their individual acts of service and to share favorite songs, quotations, and prayers for closing devotions.

Resource Pages

Activity 1: Our Capacity to Serve Humanity

From *The Diary of Juliet Thompson*, written when 'Abdu'l-Bahá was in New York City in 1912:

Day before yesterday, 19 April, the Master spoke at the Bowery Mission.

I met Him in the chapel, dragging along with me the huge white bag of quarters. Edward [Getsinger] also appeared with a bag of the same size. . . . The long hall was packed to the doors with those poor derelicts who sleep on park benches or doorsteps. . . .

The Master rose to speak. Here are His heavenly words: "Tonight I am very happy for I have come here to meet My friends. I consider you My relatives, My companions, and I am your comrade.

"You must be thankful to God that you are poor, for His Holiness Jesus Christ has said: 'Blessed are the poor.' He never said: blessed are the rich! He said too that the Kingdom is for the poor and that it is easier for a camel to enter the needle's eye than for a rich man to enter God's Kingdom. Therefore you must be thankful to God that although in this world you are indigent, yet the treasures of God are within your reach, and although in the material realm you are poor, yet in the Kingdom of God you are precious. . . .

"So, My comrades, you are following in the footsteps of Jesus Christ. Your lives are similar to His life, your attitude is like unto His, you resemble Him more than the rich resemble Him. Therefore we will thank God that we have been blest with the real riches. And, in conclusion, I ask you to accept 'Abdu'l-Bahá as your Servant."

After the service, the Master and we who were with Him walked down the aisle to the door, while the men in the audience kept their seats. At the end of the aisle the Master paused, called to Edward and me and asked us to stand on each side of Him, with our bags. He was wearing . . . white and ivory, His Face like a lighted lamp.

Then down the aisle streamed a sodden and grimy procession: three hundred men in single file. The "breadline." The failures. Broken forms.

Blurred faces. How can I picture such a scene? That forlorn host out of the depths. . . . "The Servant," receiving them all, like prodigal sons? stray sheep? No! Like His own beloved children, who "resembled Him more than the rich resembled Him."

Into each palm, as the Master clasped it, He pressed His little gift of silver: just a symbol and the price of a bed. Not a man was shelterless that night. And many, many, I could see, found a shelter in His Heart. I could see it in the faces raised to His and in His Face bent to theirs.

Those interchanged looks—what a bounty to have witnessed them—to have such a picture stamped on my mind forever!

As the men filed toward Him, the Master held out His hand to the first, grasped the man's hand and left something in it. Perhaps five or six quarters, for . . . the completely destitute ones received the most. The man glanced up surprised. His eyes met the Master's look, which seemed to be plunging deep into his heart with fathomless understanding. He, this poor derelict, must have known very little of even human love or understanding; and now, too suddenly, he stood face to face with Divine Love. He looked startled, incredulous—as though he couldn't believe what he saw; then his eyes strained toward the Master, something new burning in them, and the Master's eyes answered with a great flash, revealing a more mysterious, a profounder love. A drowning man rescued, or—taken up into heaven? I saw this repeated scores of times. Some of the men shuffled past, accepting their gift ungraciously, but most of them responded just as the first did.

Who can tell the effect of those immortal glances on the lives and even, perhaps, at the death of each of these men? Who knows what the Master gave that night?

Juliet Thompson, *The Diary of Juliet Thompson*, pp. 256–61

## TOPIC: SERVING THE WORLD AND HUMANITY

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### Activity 1: Our Capacity to Serve Humanity

1. Walking down a crowded hallway at school . . .
2. Someone drops a tray in the lunch room at school . . .
3. Two people each think that the pencil on the floor belongs to them . . .
4. Seeing a new person at Bahá'í class . . .
5. Walking up to two people who are talking . . .
6. Seeing another student with really, really dirty clothes at school . . .
7. Talking with someone and seeing another person come up . . .
8. A person cuts in front of the line at the water fountain. . . .
9. Getting on the bus after school . . .
10. In your group project at school, two people didn't do their part . . .
11. Listening to the teacher give directions at school . . .
12. The phone rings when your sister is telling you something important . . .
13. Listening to people in a sharing circle . . .
14. A really old person is moving slowly in front of you . . .
15. Listening to another student give the wrong answer at school . . .
16. Your little brother wants to play when you're with friends . . .
17. Seeing a new person walking up to school for the first time . . .
18. The teacher says something unfair to you . . .
19. The teacher says something unfair to another person . . .

Activity 2: Bullying, Teasing, or Teaching Peace

**Instructions:**

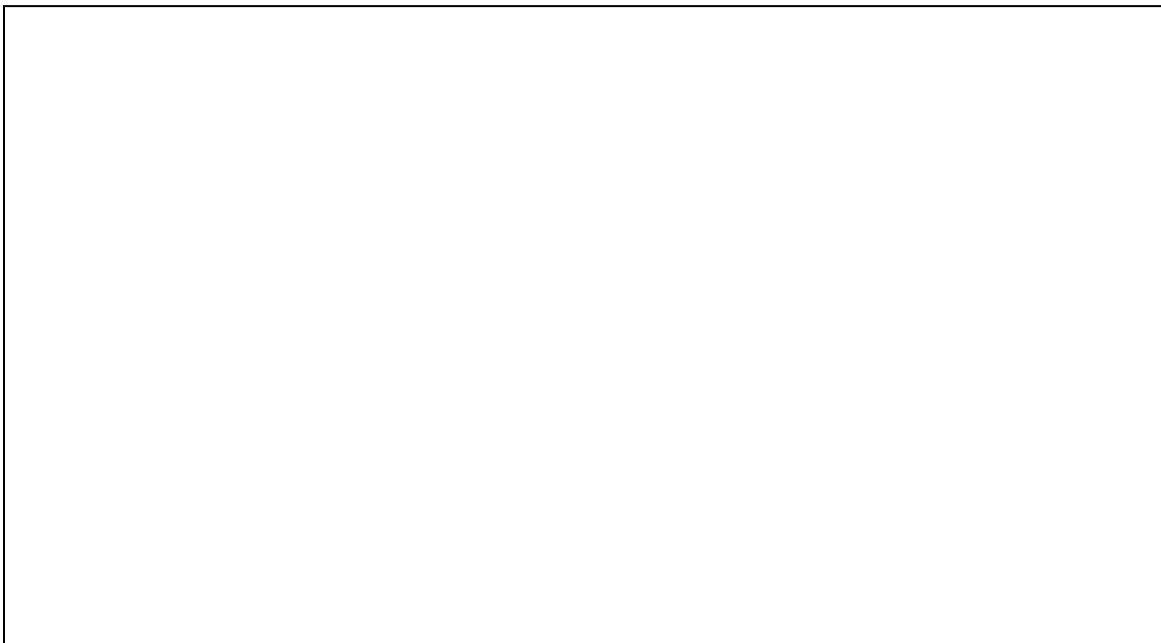
- Read aloud the quotations, marking new words as you read.
- Use dictionaries or ask someone the meaning of these words.
- Read the quotations again.
- Create a simple drawing to show what the quotations ask us to do.

1. Thy day of service is now come. . . . Arise for the triumph of My Cause, and, through the power of thine utterance, subdue the hearts of men.

Bahá'u'lláh, *Tablets of Bahá'u'lláh*, p. 84

2. O handmaid of God, peace must first be established among individuals, until it leadeth in the end to peace among nations. Wherefore, O ye Bahá'ís, strive ye with all your might to create, through the power of the Word of God, genuine love, spiritual communion and durable bonds among individuals. This is your task.

'Abdu'l-Bahá, *Selections from the Writings of 'Abdu'l-Bahá*, p. 246



TOPIC: SERVING THE WORLD AND HUMANITY

LIST OF ADDITIONAL RESOURCES

**Books, Stories & Articles:**

*Brilliant Star* magazine:

- "A Life of Service," May/June 1995
- "Mas'úd Serves Bahá'u'lláh," May/June 1996
- "Work Some+Play Some=Service," May/June 1996
- "Working For Equality Around the World,"  
Mar/Apr 1999
- "Catching Health," Sep/Oct 1999
- "A Hospital in the Jungle," Sep/Oct 2000
- "Do You Want to Serve the Faith?" Nov/Dec 2000
- "A Year of Service for Bahá'u'lláh," Jul/Aug 2001
- "Susan Moody," Sep/Oct 2002
- "Service to Humanity," Jan/Feb 2003
- "Zaynab, Spiritual Warrior!" Sp Ed 1998
- "The Pure One and the Greatest Holy Leaf,"  
Mar/Apr 1999
- "Deeds, Not Words," Jan/Feb 2002

Jeanne Frankel de Corrales, *Nine Days to Istanbul*  
Philip Hoose, *It's Our World, Too!*

**Activities:**

*Brilliant Star* magazine:

- "Super Server's Badge," Sep/Oct 1991
- "Helping Hands," May/June 1995
- "Service Plan," Sep/Oct 1995
- "Connection," Sep/Oct 1995
- "Take Action/One Destiny," Sp Ed 1995
- "Create ServANTS," Jul/Aug 1997
- "Secret Servants," Sp Ed 1999
- "Nothing Is Too Much Trouble," Jan/Feb 2001
- "Spirit of Service," Jul/Aug 2002
- "Your Story of Service," Jan/Feb 2003
- "Working and Serving," Jan/Feb 2003
- "Service Starfish or Selfish Shrimp," Jan/Feb 2003
- "Service is Prayer," Jan/February 2003
- "Service Riddles," Jan/February 2003
- "Service Scramble," Jan/February 2003
- "Spread the Spirit of Service," Jan/February 2006
- "Help with Hunger," Mar/Apr 2007
- "Choose Charity," Mar/Apr 2007

**Worksheets and Coloring Pages:**

*Brilliant Star* magazine:

- "Hidden Helpers," May/June 1991
- "Hidden Picture: World of Service," Jan/February 2000
- "Work is Worship," Jul/Aug 2001

**Poetry:**

*Brilliant Star* magazine:

- "Trio," May/June 1995

**Music:**

*Brilliant Star* magazine:

- "Let Us Be About Our Father's Business," Jul/Aug 1991
- "It's Up to Me!" Sp Ed 1998
- "The World's Children," Jul/Aug 1999

*Down the Do-Re-Mi*, "Brothers and Sisters"

*Laughter of Angels*, "Anthem of the World Citizen"

*Lift Us Your Voices and Sing*, vol. 3, "World Citizens"

*Royal Falcon*, "Be a Light in the Darkness"

*We Are Bahá'ís*, "We Are Bahá'ís"

**Other Favorite Resources:**

If you find any additional resources, please notify the Office of Education and Schools at the Bahá'í National Center, email [SCHOOLS@usbnc.org](mailto:SCHOOLS@usbnc.org), or submit your findings to the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).



# TO DEVELOP ONE'S SOCIAL LIFE

## TEACHING THROUGH WORDS AND DEEDS

**SPIRITUAL QUALITIES RELEVANT TO THIS TOPIC:  
FRIENDLINESS, TRUSTWORTHINESS, PERSEVERANCE**

Yea, certain persons shall in this divine dispensation produce heavenly children and such children shall promulgate the teachings of the Beauty of Abhá and serve His great Cause. Through a heavenly power and spiritual confirmation they shall be enabled to promote the word of God and to diffuse the fragrances of God. These children are neither Oriental nor Occidental, neither Asiatic nor American, neither European nor African, but they are of the Kingdom; their native home is heaven and their resort is the Kingdom of Abhá. This is but a truth and there is naught after truth save superstitions (or fancy).

‘Abdu’l-Bahá, *Tablets of ‘Abdu’l-Bahá Abbas*, vol. 3, pp. 647–48

The Bahá’í youth must be taught how to teach the Cause of God.

Shoghi Effendi, in *The Importance of Deepening our Knowledge and Understanding of the Faith*, p. 21, no. 73

## Learning Objectives and Suggested Activities

### KNOWLEDGE OBJECTIVE

- To know the Bahá'í writings on the importance of teaching through both words and deeds

#### SUGGESTED LEARNING ACTIVITIES

- Read the Bahá'í writings on the importance of teaching through both words and deeds.
- Memorize passages from the Bahá'í writings on the importance of teaching through both words and deeds.
- Research the Bahá'í writings and make a class book, compiling the writings on the importance of teaching through both words and deeds.
- Select one passage on the importance of teaching through both words and deeds to decorate and frame.

### WISDOM OBJECTIVES

- To understand that one of our sacred obligations is to teach the Faith
- To understand that effective teaching requires both words and actions

#### SUGGESTED LEARNING ACTIVITIES

- Play a game demonstrating that effective teaching requires both words and actions.
- Conduct a science experience demonstrating that effective teaching requires both words and actions.
- Select one of the Bahá'í writings about the sacred obligation of teaching the Faith and put a melody to the passage.
- Invite students to make a visual presentation of their understanding that effective teaching requires the use of both words and actions.
- Invite students to develop and perform a dramatic presentation about their understanding that effective teaching requires the use of both words and actions.



## TOPIC: TEACHING THROUGH WORDS AND DEEDS

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### SPIRITUAL PERCEPTION OBJECTIVES

- To reflect on one's own teaching opportunities in which one can use words and actions
- To recognize the situations in which one can teach with words, especially using words of the Revelation
- To discern when one's words and actions match

#### SUGGESTED LEARNING ACTIVITIES

- Identify connections between Bahá'í principles and actions demonstrating these principles. Find ways to integrate these actions into daily activities.
- Think about when, where, and how to use the words of Bahá'u'lláh, the Báb, 'Abdu'l-Bahá when teaching.
- Match Bahá'í principles with excerpts from the Bahá'í writings to use when teaching those principles.



### ELOQUENT SPEECH OBJECTIVES

- To demonstrate the ability to teach various topics of the Faith using both words and actions
- To be able to retell teaching stories in which one has used both words and actions

#### SUGGESTED LEARNING ACTIVITIES

- Share personal teaching stories.
- Share teaching stories about the Hands of the Cause of God.
- Encourage students to explain to peers their understanding of the sacred obligation to teach the Faith.
- Interview community members regarding their teaching efforts and share these stories with the class.
- Plan an activity to honor members of the community at large who teach Bahá'í principles through their actions.
- Plan a fellowship activity to introduce students' school and neighborhood friends to their Bahá'í friends.

## TOPIC: TEACHING THROUGH WORDS AND DEEDS

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### Sample Activities

#### ACTIVITY 1: PURITY OF DEEDS

**KNOWLEDGE OBJECTIVE:** To know the Bahá'í writings on the importance of teaching through both words and deeds

**WISDOM OBJECTIVE:** To understand that effective teaching requires both words and actions

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of music; Use of consultation; Use of drama; Use of play

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

**Materials Needed:**

- Copies of Resource Page 128, cut apart

**Advance Preparation:**

Learn the songs “Father Abraham” and “One Big Family” from Resource Pages 126–27, the Core Curriculum CDs *Teaching Songs to Children and Youth*, vols. 1 and 3, or the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).

Learn one or more games from Resource Pages 129–30 to play with the class in Step 8.

Display the following quotations in the classroom:

Say: To assist Me is to teach My Cause.

Bahá'u'lláh, *Tablets of Bahá'u'lláh*, p. 196

All are of one family, one race; all are human beings.

‘Abdu’l-Abhá, *‘Abdu’l-Abhá in London*, p. 55

1. Welcome students! Invite them to share favorite prayers. Then explain that Bahá'u'lláh wrote:

Say: To assist Me is to teach My Cause.

Bahá'u'lláh, *Tablets of Bahá'u'lláh*, p. 196

Briefly discuss: What do we think He means? How can teaching the Cause of God be a service to God and to humanity? Have we seen with our own eyes some ways that teaching the Cause of God spreads human happiness?

Listen respectfully to students; then invite them to share their acts of service and their reflections on service over the past week. Acknowledge all.

2. Invite the class to join you as you sing the song Father Abraham, with all gestures. Applaud all!

3. Then teach the song “One Big Family” using the methods taught in Teacher Development Workshop 8 or through simple repetition.

4. Read aloud the posted quotation:

All are of one family, one race; all are human beings.

‘Abdu’l-Abhá, *‘Abdu’l-Abhá in London*, p. 55

Briefly discuss: Why must we know that we are all in reality one family, one race, all children of the same Heavenly Father, if we are to teach the Cause of God?

5. Organize students into 2 or more teams. Provide students on each team with copies of one of the quotations on Resource page 128. If your class is large, you may give more than one team the same quotation.

## TOPIC: TEACHING THROUGH WORDS AND DEEDS

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6. Encourage teams to read aloud their quotation at least twice and discuss the questions. Circulate as students work to provide encouragement and assistance as needed. Invite students to create a brief role-play (1–2 min.) to show their answer to the questions, with every student taking a role in this little drama.
7. Invite students to share their role-plays in the whole group and then to read aloud their assigned quotation. Applaud all! Briefly discuss: How do these role-plays show us how to act as one human family? How do they show purity of deeds? What does it mean to have pure deeds or actions?
8. Invite students to practice these pure deeds by playing the games on Resource Pages 129–30.
9. After playing these games, reconvene the class and briefly discuss: What are some pure deeds that helped us succeed in these games? What would it look like if we had mixed motives or wanted to focus on ourselves rather than play the game? Why are pure deeds important for friendship?
10. Then read aloud the following quotation:
 

The three conditions of teaching the Cause of God are the science of sociability, purity of deeds and sweetness of speech. I hope each one of you may become confirmed with these three attributes.

*‘Abdu’l-Bahá, Star of the West, vol. 12, no. 11, p. 177*

Briefly discuss: What might be some examples of the science of sociability, purity of deeds, and sweetness of speech?

Record student ideas on chart paper, then continue the discussion: How do our spiritual habits of prayer, daily reading of the Bahá’í writings, and striving to act in accordance with these writings help us purify our actions? How can genuine friendliness and service to others help us attain purity of deeds? What are some examples of pure deeds that friends can do for each other?
11. Encourage students to persevere in their spiritual habits and their deeds of service while undertaking a particular service this week: to think of a person that seems in some way different from themselves, initiate a friendly conversation, and show a pure deed of real friendship to that person. Invite students to think about the ways they might do this and to nod their heads when they have an idea. Encourage students to share their idea with the person beside them.
12. Conclude the activity with favorite prayers and by singing again “One Big Family.”

## TOPIC: TEACHING THROUGH WORDS AND DEEDS

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### ACTIVITY 2: THE SCIENCE OF SOCIABILITY

**WISDOM OBJECTIVE:** To understand that effective teaching requires both words and actions

**SPIRITUAL PERCEPTION OBJECTIVE:** To discern when one's words and actions match

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of peer teaching; Use of play; Independent investigation

SUGGESTED TIME FOR ACTIVITY: 60 MIN.

**Materials Needed:**

- Chart paper and markers
- Copies of Resource Page 131

**Advance Preparation:**

Display the following quotation in the classroom:

The three conditions of teaching the Cause of God are the science of sociability, purity of deeds and sweetness of speech. I hope each one of you may become confirmed with these three attributes.

‘Abdu’l-Bahá, *Star of the West*, vol. 12, no. 11, p. 177

Write the following questions on chart paper to display during Steps 5–6:

- What do trust and trustworthiness have to do with friendship?
- When do you decide to trust someone?
- What can you do to earn someone's trust?
- Why is this important?

1. Welcome students. Invite them to share their efforts to reach out to others in friendship and pure deeds. Did anything surprising or unusual happen? Have you noticed other friends and family members also responding to pure deeds? Why are pure deeds so important? Acknowledge all.

2. Invite volunteers to read aloud the posted quotation:

The three conditions of teaching the Cause of God are the science of sociability, purity of deeds and sweetness of speech. I hope each one of you may become confirmed with these three attributes.

‘Abdu’l-Bahá, *Star of the West*, vol. 12, no. 11, p. 177

Remind students that we focused on pure deeds in the last activity. Explain that this activity focuses on the science of sociability or the science of making and keeping friends. Briefly discuss: What some ways to make friends?

What are some ways to keep friends? What might it mean to have a science of making and keeping friends? Record student ideas on chart paper.

3. Read aloud the following quotation twice:

The friends of God should weave bonds of fellowship with others and show absolute love and affection towards them. These links have a deep influence on people and they will listen. When the friends sense receptivity to the Word of God, they should deliver the Message with wisdom. They must first try and remove any apprehensions in the people they teach. In fact, every one of the believers should choose one person every year and try to establish ties of friendship with him, so that all his fear would disappear. Only then, and gradually, must he teach that person. This is the best method.

‘Abdu’l-Bahá, *The Compilation of Compilations*, vol. 2, p. 300

Briefly discuss: How can the science of sociability help us share the Message of Bahá'u'lláh? Record student ideas on chart paper.

## TOPIC: TEACHING THROUGH WORDS AND DEEDS

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4. Affirm that listening to others is one way to make and keep friends. Explain that many people noticed the way that 'Abdu'l-Bahá listened:

To the questioner He responded first with silence—an outward silence. His encouragement always was that the other should speak and He listen. There was never that eager tenseness, that restlessness . . . showing most plainly that the listener has the pat answer ready the moment he should have a chance to utter it.

Howard Colby Ives, *Portals to Freedom*, p. 194

5. Briefly discuss: How does it make you feel when someone really listens? Do you know someone who is a really good listener? How can you tell if someone is listening? What do you do when you really want to hear something?
- Record student comments on chart paper. If desired, you may add ideas such as: the listener focuses attention on the speaker and may respond with encouraging sounds or affirmations like “yes”; may ask relevant questions; and also may express interest or sympathy.
6. Organize students into teams of 3: a listener, a speaker, and an observer. Encourage students to take turns in each of the 3 roles, so that everyone practices each role. Explain that speakers may choose to answer the posted questions or to speak about any topic they choose. Listeners will practice listening with complete attention, may ask questions, and make encouraging short comments. Observers pay attention to what seems to help the conversation; they will then share their observations with their team.
7. Time the teams for about 2 minutes of listening, speaking, and observing. Then invite observers to share their observations about what helped with their team. After observers share, encourage students to rotate roles for another round. Again invite observers to share and then initiate the third round.
8. After students have practiced all roles, discuss in the whole group: What should we do or not do when we want to show friendship by listening? Record student ideas on chart paper. Continue the discussion: Thinking about the conversations we've just had with each other, what should we do to show our friends that we're worthy of their trust?
9. Invite the class to play the games on Resource Pages 129–30 or other favorite games. Then briefly discuss: How do games help us learn the science of sociability? What are some examples of pure deeds in our games? Acknowledge all.
10. Invite volunteers to read again the posted quotation. Briefly discuss: Who do we know that teaches the Cause of God through the science of sociability, purity of deeds, and sweetness of speech? Continue discussing until students identify people they know who teach the Cause of God (including other religions, if desired) through friendship, pure deeds, and sweet speech.
11. Provide students with copies of Resource Page 131. Read through the questions so that students understand them. Encourage students to use this page to record an interview a person of their choice before the next class.
12. Encourage students also to practice the science of sociability by listening to their friends, by practicing trustworthiness, and by having fun! Conclude the activity with favorite prayers and songs.

ACTIVITY 3: SWEETNESS OF SPEECH

**SPIRITUAL PERCEPTION OBJECTIVE:** To recognize situations in which one can teach with words, especially using words of the Revelation

**ELOQUENT SPEECH OBJECTIVE:** To be able to retell teaching stories in which one has used both words and action

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of memorization; Use of drama; Involve teaching

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Bread and honey
- Small plates or napkins
- Low table and cushions, if available
- Copies of the Hidden Words for each student, to use in class or as gifts
- Slips of paper and pencils
- Chart paper and markers

**Advance Preparation:**

Display the following quotation in the classroom:

The three conditions of teaching the Cause of God are the science of sociability, purity of deeds and sweetness of speech. I hope each one of you may become confirmed with these three attributes.

‘Abdu’l-Bahá, *Star of the West*, vol. 12, no. 11, p. 177

1. Welcome students. Invite them to share the results of their efforts to use the science of sociability: What are some examples of listening, practicing trustworthiness, and fun? Acknowledge all.
2. Invite students to share the results of their interviews. As students share, record responses to each question on chart paper. Then discuss: What can we learn about teaching the Cause of God from these interviews?
3. Invite volunteers to read aloud the posted quotation. Explain that this activity focuses on sweetness of speech. Briefly discuss: What might be some examples of sweet speech?
4. Explain that when Lua Getsinger was on pilgrimage, she had the honor of staying in the household of ‘Abdu’l-Bahá. Meals were served on a very low table and people sat on cushions on the floor.
5. Invite students to sit on the floor around a low table if available. While students watch, place honey on bits of bread, serve them, and say, “Let all of your words be as sweetly flavored by kindness to all people—as the bread is flavored by honey.” Then discuss: How can kindness to all people make words sweet? What are some other ways that our words can be sweet? Acknowledge all.

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<sup>1</sup> V. Metelmann, *Lua Getsinger, Herald of the Covenant*, p. 25

## TOPIC: TEACHING THROUGH WORDS AND DEEDS

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6. Then read aloud the following quotation twice in the whole group:

The Great Being saith: The Word is the master key for the whole world, inasmuch as through its potency the doors of the hearts of men, which in reality are the doors of heaven, are unlocked.

*Bahá'u'lláh, Tablets of Bahá'u'lláh, p. 173*

Briefly discuss: What does it mean when we say that the Word of God is the master key for opening the hearts of men? How can it open the door to human hearts? What might it mean to say that these doors are really to doors to heaven?

7. Continue the discussion: What are some important questions or issues that our friends have in their hearts? List these questions or issues on chart paper.
8. Provide students with copies of the Hidden Words and slips of paper. Encourage them to work in pairs to look through the Hidden Words and find a Hidden Word or part of a Hidden Word that applies to one of the questions listed above and to write the number of that Hidden Word on their paper.
9. If time permits, they may move to another question or concern. When all pairs have found one or more Hidden Words, invite them to share their question and Hidden Word in the whole group. Record the number of the suggested Hidden Word on the list of questions and issues from Step 7. Acknowledge all.
10. Encourage each pair to choose a specific question, concern, or situation and memorize a portion of a Hidden Word that they feel their friends would find sweet to hear. Encourage them to come to you to recite their memorized words when they're ready.
11. After teams recite their memorized words for you, encourage them to incorporate those words into a brief realistic role-play in which they share those words with a friend. Circulate as students work to provide encouragement and assistance as needed.
12. Invite teams to present their role-plays in the whole group. Applaud all!
13. Encourage students to find an opportunity to share their memorized quotation with another person, especially a person of their own age, before the next class. Briefly discuss: What are some actions and attitudes that will help these words sound sweet to our friends?
14. Conclude the class with favorite songs and prayers.

## TOPIC: TEACHING THROUGH WORDS AND DEEDS

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### ACTIVITY 4: FELLOWSHIP, FELLOWSHIP!

**WISDOM OBJECTIVE:** To understand that effective teaching required both words and actions

**SPIRITUAL PERCEPTION OBJECTIVE:** To reflect on one's own teaching opportunities in which one can use words and actions

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of stories; Use of creativity; Use of consultation; Involve teaching

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- 3 wires, pipe cleaners, or chenille sticks for each student

**Advance Preparation:**

Display the following quotation in the classroom:

The three conditions of teaching the Cause of God are the science of sociability, purity of deeds and sweetness of speech. I hope each one of you may become confirmed with these three attributes.

*'Abdu'l-Bahá, Star of the West, vol. 12, no. 11, p. 177*

Explore possibilities for a class party or fellowship activity for students to introduce their friends to the Cause of God.

1. Welcome students! Invite them to share highlights of their week: Who was able to share a memorized quotation with a friend? How did the friend respond? What other examples of the science of sociability, pure deeds, and sweet speech would they like to share? Acknowledge all.
2. Invite students to think again about their week and think about all the smiles they see and all the smiles they give. Briefly discuss: Are smiles irresistible?
3. Explore that question further by encouraging students to stand in a circle. Invite a person into the middle of the circle. That person tries to make another person smile by walking to that person, looking him or her in the eyes, giving a HUGE grin or making a silly expression, and saying, "If you really love me, (person's name), won't you please, please, smile?" The other person replies: "You know I love you, (first person's name), but I just can't smile," without smiling. If the person smiles, the two trade places. Repeat until all students and teachers have a turn in the middle. Applaud all.
4. Then share the following reported words of 'Abdu'l-Bahá:  

A bright and happy face cheers people on their way. If you are sad, and pass a child who is laughing, the child, seeing your sad face, will cease to laugh, not knowing why. If the day be dark, how much a gleam of sunshine is prized; so let believers wear smiling happy faces, gleaming like sunshine in the darkness.

*'Abdu'l-Bahá, 'Abdu'l-Bahá in London, p. 124*

Briefly discuss: Why are smiles so powerful? Do we think that smiles might be part of the science of sociability?
5. Provide students with three flexible wires, pipe cleaners, or chenille sticks. Invite them to listen as you read aloud the story on Resource Page 132. Encourage them to listen for the ways that 'Abdu'l-Bahá shows the science of sociability, pure deeds, and sweet words in the story and to use their wires to create a simple sculpture to illustrate these 3 conditions.
6. After reading the story to the students, invite them to present their sculptures. Applaud all!



## TOPIC: TEACHING THROUGH WORDS AND DEEDS

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7. Invite volunteers to read aloud the posted quotation. Briefly discuss: How does the story help us understand these 3 conditions or attributes? Explain that the class has the opportunity to use these 3 attributes to plan a party for their friends. Encourage them to think about the people they know who might be interested in learning more about the Cause of God in the same way that the boys in the story learned from 'Abdu'l-Bahá. Encourage them to think about people at school, neighbors, people older or younger, and friendships across social barriers, just as 'Abdu'l-Bahá did. Record the class's potential guest list on chart paper.
8. Then brainstorm ways to show each of these 3 conditions in turn. Record these lists on 3 different pieces of chart paper.
9. Next discuss: When and where do we think we might have this party? Would we like to have it during our regular Bahá'í class or some other time and place? If the class selects a time and place other than Bahá'í class, is it possible to confirm those arrangements while the class is still gathered?
10. Organize students into 3 groups and invite each group to consult on ways to express one of the following conditions at their party: science of sociability, pure deeds, and sweet speech. Provide some time for consultation and then invite teams to share their ideas in the whole group. Acknowledge all.
11. In the whole group consult: How might these ideas fit together? Encourage students to think again about the people they want to invite and then discuss: What else do we need to consider? Record student ideas on chart paper.
12. Remind students of the sweetness and power of the Word of God and briefly discuss: How shall we include the sweetness of the Word of God in our gathering—do we want to plan some kind of simple presentation, give quotations as gift cards, focus on including our memorized quotations in conversation, or something else? How shall we also plan to invite our friends to join Bahá'í class if they like? Record student ideas on chart paper.
13. Work together to identify any actions to complete (such as gaining permission for time and place) before the next class and decide who will carry out these actions. Explain that the class will finish planning and make invitations during the next class. Encourage students to continue practicing the science of sociability, pure deeds, and sweet speech. Encourage them also to pray each day that they will be able share the Word of God with their friends.
14. Conclude the activity with prayers for teaching.

## TOPIC: TEACHING THROUGH WORDS AND DEEDS

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### ACTIVITY 5: TEACHING THE CAUSE OF GOD

**SPIRITUAL PERCEPTION OBJECTIVE:** To reflect on one's own teaching opportunities in which one can use words and actions

**ELOQUENT SPEECH OBJECTIVE:** To demonstrate the ability to teach various topics of the Faith using both words and actions

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of memorization; Use of consultation; Use of arts; Involve teaching

SUGGESTED TIME FOR ACTIVITY: 45 MIN. + FELLOWSHIP ACTIVITY

**Materials Needed:**

- Square pieces of paper
- Scissors
- Pens or markers
- Other art supplies, if desired
- Notes from the previous activity

**Advance Preparation:**

Display the following quotation in the classroom:

The three conditions of teaching the Cause of God are the science of sociability, purity of deeds and sweetness of speech. I hope each one of you may become confirmed with these three attributes.

*‘Abdu'l-Bahá, Star of the West, vol. 12, no. 11, p. 177*

Confirm logistics for a class party or fellowship activity for students to introduce their friends to the Cause of God.

Make a sample 9-pointed star invitation, following the instructions in Steps 4–5 below.

1. Welcome students. Invite them to share the results of their service and their teaching since the last class. Acknowledge all.
2. In the whole group, work together to memorize the posted quotation, using repetition, rhythm, melody, images, or any other favorite method for memorization. Congratulate all! Briefly discuss: Why should we memorize quotations? How will it help us to know this quotation by heart?
3. In the whole group, review all plans for the party or other activity. Consult on remaining issues and write out a detailed agenda. Consider possibilities for games, refreshments, stories, songs, quotations to share, and a plan to invite your guests to join the class or participate in other regularly scheduled activities. Assign responsibilities as desired and make a plan to complete these actions.
4. Invite students to make invitations for their friends in the shape of a 9-pointed star. Suggest that they consider writing a favorite quotation in the center of the star, perhaps something like:  
“God has crowned you with honor and in your hearts has He set a radiant star.”  
*‘Abdu'l-Bahá, Paris Talks, p. 68*  
Write on chart paper other words to copy onto the invitation including: date, time, place, and the occasion.

## TOPIC: TEACHING THROUGH WORDS AND DEEDS

## 5. To cut a star shape:

- Fold a piece of paper in half. See Fig. A.
- At the midpoint of this first fold, fold again, twice, so that you have folded it into thirds. See Fig. B and Fig. C.
- Fold into thirds again. It is easier if this time you fold one to the front and one to the back. See Fig. D and Fig. E.
- Fig. F shows the reverse side of Fig. E. Cut on the dotted line. The deeper the angle, the pointier the star will be.
- Write a quotation in the center of the star and write facts about your party on the points of the star.
- Add other decorations if desired. Write the name of the person you're inviting on an envelope. Fold the star and place it in the envelope.

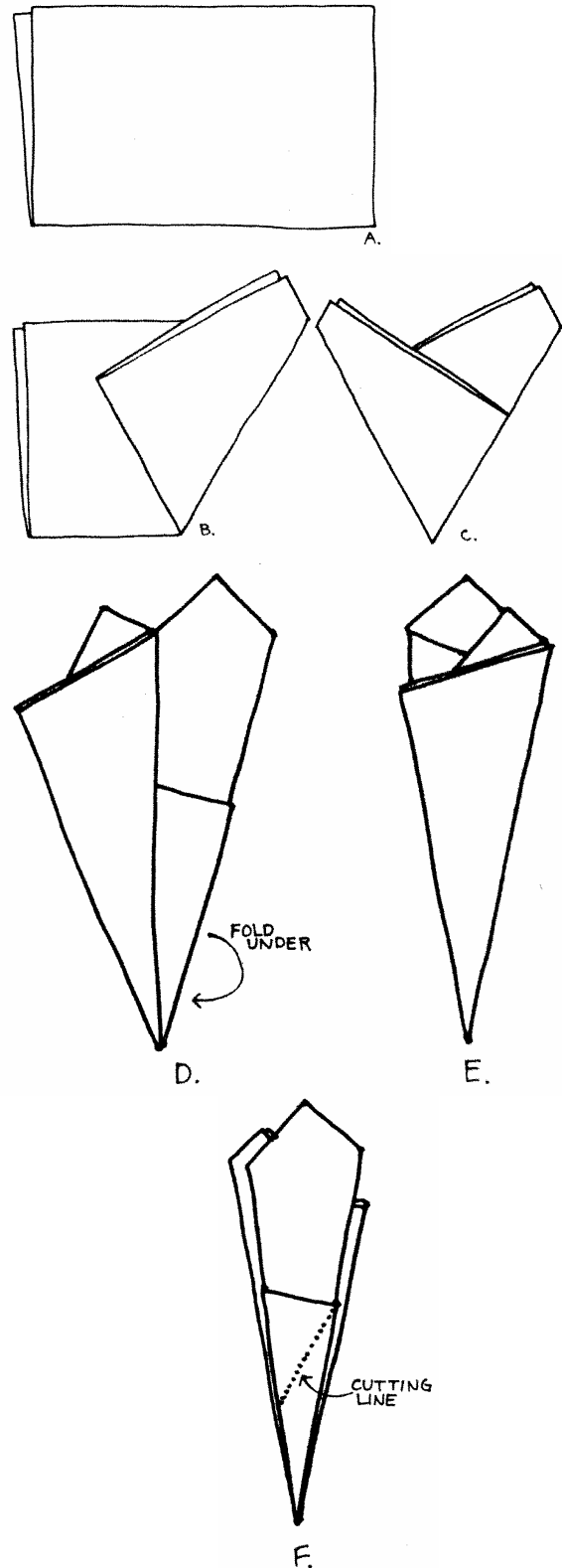
As time permits, students may make additional stars to use as decorations for the party.

## 6. While students work, discuss the following questions:

- How will we greet people and make everyone feel welcome?
- How will we help everyone get to know everyone?
- What are some ways to start a friendly conversation with someone we're meeting for the first time?
- Who will be early to greet the first arrivals?
- Why should we continue to pray for our friends and for the success of this gathering?

## 7. When invitations are complete, review plans for hand-carrying or mailing them in a timely way.

## 8. Conclude the activity by reciting again the memorized quotation and with prayers for teaching. Enjoy the party with your students and their friends! Remember to discuss at the following class: What are 2 things that show our party was a success? How could we make it even better next time?



By Aileen Poehls, in *Brilliant Star* magazine, Nov/Dec 1999.  
Illustrations by Rita Leydon. Used with permission.

ACTIVITY 6: THE MOST MERITORIOUS OF DEEDS

**WISDOM OBJECTIVE:** To understand that one of our sacred obligations is to teach the Faith

**ELOQUENT SPEECH OBJECTIVE:** To be able to retell teaching stories in which one has used both words and action

**INSTRUCTIONAL METHODS AND LEARNING TOOLS:** Direct use of Bahá'í sacred writings; Use of science and nature; Use of consultation

SUGGESTED TIME FOR ACTIVITY: 45 MIN.

**Materials Needed:**

- Chart paper and markers
- Sprouted potato for each student
- Shallow pot, ideally a clay pot, for each student
- Pretty pebbles or stones
- Soil
- Water

**Advance Preparation:**

Consider sprouting your own potato several days in advance.

Alternatively, you may choose to plant 1 potato as a class and keep it in the classroom for students to observe.

Post the following quotations in the classroom:

Say: Teach ye the Cause of God, O people of Bahá, for God hath prescribed unto every one the duty of proclaiming His Message, and regardeth it as the most meritorious of all deeds.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, p. 278

1. Welcome students, including newcomers joining your class! Invite students to begin the activity with favorite prayers and songs and introductions all around.
2. If students have completed the previous activity of planning and hosting a gathering for their friends, briefly discuss: What are 2 things that tell us our party was a success? What could we do even better next time? Acknowledge all.
3. Invite students to listen as you carefully read aloud the following quotation twice:

The Word of God may be likened unto a sapling, whose roots have been implanted in the hearts of men. It is incumbent upon you to foster its growth through the living waters of wisdom, of sanctified and holy words, so that its root may become firmly fixed and its branches may spread out as high as the heavens and beyond.

Bahá'u'lláh, *Gleanings from the Writings of Bahá'u'lláh*, p. 278

Briefly discuss: What evidence have we seen with our own eyes that the Word of God grows in our hearts? How can we help this Word grow in our hearts? What might be the benefit to humanity as more and more of us “plant” these words in our hearts and help them grow?

4. Then invite two volunteers to read aloud the posted quotation. Briefly discuss: Why do we think that teaching the Cause of God is the most meritorious of all deeds? What are we learning about teaching the Cause of God?
5. Invite students to create for themselves a reminder of the power of the Word of God to grow like a sapling in the human heart, and of their duty to share the Word of God with others. Explain that the art of bonsai—growing beautifully shaped miniature trees in pots—was developed in China, where it is considered an expression of harmony between heaven and earth.

## TOPIC: TEACHING THROUGH WORDS AND DEEDS

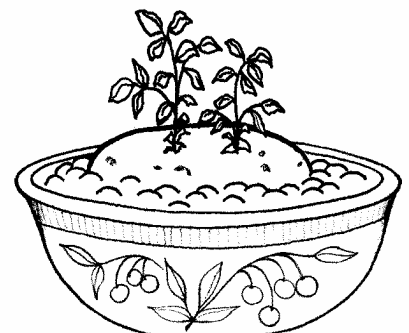
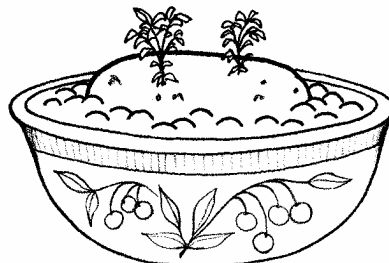
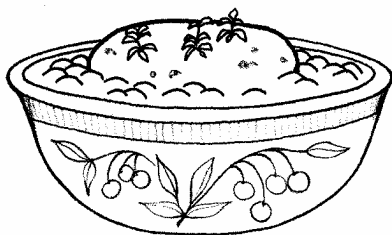
The art of bonsai requires patient persistent action just as teaching ourselves and others requires patient persistent action. Provide students with materials and explain the following process:<sup>1</sup>

- First observe your potato. Imagine how it will look after the sprouts grow into “branches” for the “tree” that will grow out of the “rock” of your potato. Decide which branches you want to grow. Think and discuss: How is that like reflecting on our obligation to teach and deciding what to do first?
- Plant the potato in the pot so it juts about half way out of the soil. Add pretty pebbles or rocks to enhance the beauty of your future tree. Think and discuss: How is planting our “tree” like cultivating friendships with others?
- The sprouts will grow very slowly after you plant the potato. You will see leaves on these sprouts after about 2 weeks. Think and discuss: How is this like friendship that grows stronger and stronger over time?
- To keep the sprouts from getting too tall, pinch or cut off the top growth tip just before the first leaf. This stops the sprout’s upward growth and forces the plant to put out multiple branches.

Think and discuss: How is this like making lots of connections with our friends through the science of sociability?

- The shoots that come up from underground the potato will grow very quickly after it is planted. Cut off these shoots below the dirt line. Think and discuss: How is this like weeding out bad qualities so our pure deeds can grow stronger?
- Check your plant every day. Keep it is moist to the touch but do not over-water. Think and discuss: How is this like praying and reading the Word of God every day to nourish our souls? How is it also like sharing the Word of God with others?

6. After planting your potatoes, remind students that there are many occasions for teaching the Cause of God, including staying home from school on Bahá’í Holy Days. Briefly discuss: Who has done this? What do you do on the Holy Days? Do we see ways that we could celebrate an upcoming Holy Day as a class? How could we use this as an opportunity to teach the Cause of God to our teachers and other friends?
7. Continue the discussion: What are some other teaching opportunities? How can we support each other in this process? How can our bonsai potatoes help us remember to teach the Cause of God through the science of sociability, pure deeds, and sweet speech?
8. Conclude the activity with favorite songs, memorized quotations, and prayers.



<sup>1</sup> Adapted from [www.greatscott.com](http://www.greatscott.com).

Resource Pages

Activity 1: Purity of Deeds

## Father Abraham

*This traditional camp song has many versions, including this one that may be a bit math-challenged!*

composer unknown

Voice

Fa-ther A-bra-ham had sev-en chil-dren. Sev-en child-ren had Fa-ther  
A-bra-ham. Half of them were black (black) and Half of them were white (white) and  
all of them were beau-ti-ful. Raise your left!

- Raise your Left! (*Raise left arm, while standing in place.*)
- Raise your Right! (*Raise right arm, while continuing previous action.*)
- Stomp your Left (*Stomp left foot, while continuing previous actions.*)
- Stomp your Right! (*Stomp right foot, while continuing . . .*)
- Bend your knees! (*while continuing . . .*)
- Shake your hips! (*while continuing . . .*)
- Stick out your bum! (*while continuing . . .*)
- Wiggle your shoulders! (*while continuing . . .*)
- Nod your head! (*while continuing . . .*)
- Stick out your tongue! (*while continuing . . .*)

TOPIC: TEACHING THROUGH WORDS AND DEEDS

Activity 1: Purity of Deeds

# One Big Family

Words and Music by Ernestine Atkins

The musical score is written for a single voice part in a treble clef with a common time signature (C). The melody is simple and repetitive, with lyrics written below the notes. Chord symbols (C, G, F) are placed above the staff to indicate accompaniment. The score is divided into measures, with measure numbers 3, 6, 9, 12, 16, 19, and 23 marked at the beginning of their respective lines. The lyrics are: "We are one big fam - i - ly \_\_\_ Liv - in' in a world of peace and har - mo - ny Ooh \_\_\_ Ooh \_\_\_ for \_\_\_ We were made to be free to live in a world of peace and har - mo - ny Ooh \_\_\_ Ooh \_\_\_ Red, yel - low, black or white, we're all chil - dren in God's sight \_\_\_ Ooh \_\_\_ Ooh \_\_\_ The clouds have passed on o - - - ver \_\_\_ for \_\_\_ We were made to be free to live in a world of peace and har - mo - ny Ooh \_\_\_ Ooh \_\_\_ One day the wars will be o - - - ver \_\_\_ for \_\_\_ We were made to be free to live in a world of peace and har - mo - ny Ooh \_\_\_ Ooh \_\_\_ Ooh \_\_\_ Ooh \_\_\_".

Activity 1: Purity of Deeds

Do not be content with showing friendship in words alone, let your heart burn with loving kindness for all who may cross your path.

‘Abdu’l-Bahá, *Paris Talks*, p. 15

What does ‘Abdu’l-Bahá say that we should do?  
What would it look like to do this with pure deeds?

If you meet those of different race and color from yourself, do not mistrust them and withdraw yourself into your shell of conventionality, but rather be glad and show them kindness.

‘Abdu’l-Bahá, *Paris Talks*, p. 53

What does ‘Abdu’l-Bahá say that we should do?  
What would it look like to do this with pure deeds?



## TOPIC: TEACHING THROUGH WORDS AND DEEDS

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### Activity 1: Purity of Deeds

#### The Clock

Define a large circle by having the group join hands. Mark one spot inside the circle as “12 o'clock” and another as “6 o'clock.” Designate one person in the group as the “hour hand.” The teacher calls out a time, such as “4 o'clock.” The group rotates in one direction to the time that was called, and then returns to the start position, in as little time as possible. After discussing strategies, the group can try to improve its previous record.

#### Impulse

The group forms a circle and holds hands around the circle. The teacher or a designated student walks around the outside of the circle and randomly touches one student on the shoulder. That student then squeezes the hand of a student on the right or the left, and that person sends the pulse signal around the circle. Time it. Challenge the group to do it faster.

Note: If you allow them several opportunities to try this, you will need a timer that displays hundredths of a second.

#### Touch the Can (Because You Can-Can-Can!)

##### Props:

A tin can or other object

##### Procedure:

Gather the group around the can. Tell the group they all must be touching the can at once, with their . . . (finger, toe, knee, elbow, shoulder, etc.). Variations: Depending on the size of the group, use larger AND smaller items, and gradually get the group to come closer and closer together physically. The facilitator may ask the group to transport the object to a different area with a bizarre matching of body parts—imagine a group of 10 people carrying a plastic throwing disc across the room on their knees.

Note: The size of the objects used are similar to our tasks as social change agents: sometimes huge and daunting, sometimes menial and minute, each role has its place in the larger group, and works to lift us ALL up.

Source: *So, You Wanna Be A Player?*  
*The Freechild Project Guide to Cooperative Games for Social Change*  
by Adam Fletcher with Kari Kunst

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**Activity 1: Purity of Deeds**

**Trust Circle**

Everyone in a group of 4–9 people stands in a circle. A volunteer stands in the middle of the circle with eyes closed. All others in the circle gently place their hands on the person's shoulders to support the person as that person uses his or feet as a pivot to revolve within the circle. The people around the circle must support the person, keep that person from falling, and gently assist that person to rotate around completely around the circle. Repeat until all who wish have the opportunity to experience the support of the group as they rotate around the circle.

**Circular Statues**

Everyone stands in a circle and adopts a different pose. Count aloud to 5. At 5, all students has to change their pose to that of the person on their right. Continue playing until all are back to their original poses.

Source: [www.ultimatecampresource.com](http://www.ultimatecampresource.com)

**Earthball**

Props:

A beach ball or a balloon

Procedure:

Using a beach ball or other light inflatable object, the group task is to hit the object, keeping it in the air without letting it touch the ground.

Additionally, no one person can touch the object twice in a row.

Set a goal with the group for the number of hits that the group can make following the rules. This fun activity is much harder than it seems.

Source: [www.ultimatecampresource.com](http://www.ultimatecampresource.com)

**Continuous Story**

The rules are simple. One person creates a story line and everyone, in turn, adds a few sentences until the story is complete and all have contributed.

Source: [www.learning-for-life.org](http://www.learning-for-life.org)

## TOPIC: TEACHING THROUGH WORDS AND DEEDS

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### Activity 2: The Science of Sociability

Thank the person for agreeing to talk with you about teaching the Cause of God.

Explain that you have 6 questions to ask and will be writing the answers to share with your class.

1. What are some ways that you make friends with new people?
2. Why is friendship such an important part of teaching the Cause of God?
3. What are some ways that you teach the Cause of God through your actions?
4. What are some ways that you teach the Cause of God with words?
5. How does teaching the Cause of God bring you joy?
6. How does teaching the Cause of God bring joy to the people you teach?

Activity 4: Fellowship, Fellowship!

‘Abdu’l-Bahá’s Party, as remembered by Howard Colby Ives

I was standing alone at one of the windows looking out upon the street, when I was startled by seeing a large group of boys come rushing up the steps. There seemed twenty or thirty of them. And they were not what one would call representatives of the cultured class. In fact, they were a noisy and not too well-dressed lot of urchins, but spruce and clean as if for an event. They came up the steps with a stamping of feet and loud talk, and I heard them being ushered in and up the stairs.

I turned to Mrs. Kinney, who was standing near. “What is the meaning of all this?” I asked.

“Oh, this is really the most surprising thing,” she exclaimed, “I asked them to come today, but I hardly expected that they would.”

It seemed that a few days before ‘Abdu’l-Bahá had gone to the Bowery Mission to speak to several hundred of New York’s wretched poor. As usual, with Him went a large group of the Persian and American friends, and it made a unique spectacle as this party of Orientals in flowing robes and strange head-gear made its way through the East Side. Not unnaturally, a number of boys gathered in their train and soon they became a little too vocal in their expression. As I remember, even some venturesome ones called names and threw sticks. As my Hostess told the story, she said: “I could not bear to hear ‘Abdu’l-Bahá so treated and dropped behind the others for a moment to speak to them. In a few words, I told them Who He was; that He was a very Holy Man who had spent many years in exile and prison because of His love for Truth and for men, and that now He was on His way to speak to the poor men at the Bowery Mission.”

“Can’t we go too?” one who seemed to be the leader asked. I think that would be impossible, she told them, but if you come to my home next Sunday, and she gave them the address, I will arrange for you to see Him. So here they were. We followed them up the stairs and into ‘Abdu’l-Bahá’s own room. I was just in time to see the last half dozen of the group entering the room.

‘Abdu’l-Bahá was standing at the door and He greeted each boy as he came in; sometimes with a handclasp, sometimes with an arm around a shoulder, but always with such smiles and laughter it almost seemed that He was a boy with them. Certainly there was no suggestion of stiffness on their part, or awkwardness in their unaccustomed surroundings.

Among the last to enter the room was a colored lad of about thirteen years. He was quite dark and, being the only boy of his race among them, he evidently feared that he might not be welcome. When ‘Abdu’l-Bahá saw him His face lighted up with a heavenly smile. He raised His hand with a gesture of princely welcome and exclaimed in a loud voice so that none could fail to hear; that here was a black rose.

The room fell into instant silence. The black face became illumined with a happiness and love hardly of this world. The other boys looked at him with new eyes. . . .

The boys, while losing nothing of their ease and simplicity, were graver and more intent upon ‘Abdu’l-Bahá, and I caught them glancing again and again at the colored boy with very thoughtful eyes. . . .

When His visitors had arrived, ‘Abdu’l-Bahá had sent out for some candy and now it appeared, a great five-pound box of expensive mixed chocolates. It was unwrapped and ‘Abdu’l-Bahá walked with it around the circle of boys, dipping His hand into the box and placing a large handful in the hands of each, with a word and smile for everyone. He then returned to the table at which He had been sitting, and laying down the box, which now had only a few pieces in it, He picked from it a long chocolate nougat; it was very black. He looked at it a moment and then around at the group of boys who were watching Him intently and expectantly. Without a word He walked across the room to where the colored boy was sitting, and, still without speaking, but with a humorously piercing glance that swept the group, laid the chocolate against the black cheek. His face was radiant as He laid His arm around the shoulder of the boy and that radiance seemed to fill the room. No words were necessary to convey His meaning, and there could be no doubt that all the boys caught it. . . .

Again that awed hush fell upon the room. Again the boys all looked with real wonder at the colored boy as if they had never seen him before, which indeed was true. And as for the boy himself, upon whom all eyes were now fixed, he seemed perfectly unconscious of all but ‘Abdu’l-Bahá. Upon Him his eyes were fastened with an adoring, blissful look such as I had never seen upon any face. For the moment he was transformed. The reality of his being had been brought to the surface and the angel he really was revealed.

Howard Colby Ives, *Portals to Freedom*, pp. 63–67

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## LIST OF ADDITIONAL RESOURCES

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### Books, Stories, and Articles:

*Brilliant Star* magazine:

- "A Travel Teaching Trip," Jul/Aug 1991
- "How to Be a Knight," Sep/Oct 1991
- "Collin's Food Drive," Nov/Dec 1992
- "Mount Your Steeds O Heroes of God," Sp Ed 1999
- "Knowing the Answers," Mar/Apr 2002
- "Q & A with David Kruppenacker," Nov/Dec 2005
- "T/F: Bullies Can Be Stopped," Nov/Dec 2005
- "Shining Lamp: Dizzy Gillespie," Jan/Feb 2006
- "Q & A with Omid Djalali," Jan/Feb 2006

### Worksheets and Coloring Pages:

*Brilliant Star* magazine:

- "Hidden Helpers," May/Jun 1991
- "Hidden Picture: World of Service," Jan/Feb 2000
- "Work is Worship," Jul/Aug 2001

### Activities:

*Brilliant Star* magazine:

- "Words from the Heart," Jan/Feb 2001
- "Maya's Mysteries: Power of Words," Mar/Apr 2006
- "Paths of Friendship," Mar/Apr 2006
- "Promoting Peace," Nov/Dec 2006

### Music:

*Brilliant Star* magazine:

- "Let Us Be About Our Father's Business," Jul/Aug 1991
- "It's Up to Me!" Sp Ed 1998

*Lift Up Your Voices and Sing*, vol. 1, "Have You Heard of Bahá'u'lláh?"

### Other Favorite Resources:

If you find any additional resources, please notify the Office of Education and Schools at the Bahá'í National Center, email [SCHOOLS@usbnc.org](mailto:SCHOOLS@usbnc.org), or submit your findings to the Core Curriculum website, [www.core-curriculum.org](http://www.core-curriculum.org).